USING THE SAI TO BUILD A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Joint Venture
Title II-A

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Using the SAI

Professional development that improves teaching and student learning meets research-based standards to ensure high-quality educator learning experiences. Since the quality of professional learning affects its results, many states, districts, and schools want to measure the effectiveness of their professional development to make targeted improvements. However, few valid and reliable instruments are available to provide this information.

The Standards Assessment Inventory (SAI) helps schools and districts assess how well their professional learning practices align with the National Staff Development Council's Standards for Staff Development. The results can help educators focus on ways to improve the quality of their professional learning and create overall school improvement that contributes to student achievement.

NSDC partnered with SEDL, a national education research laboratory, to design and produce a valid instrument that reliably measures how well a school's practices meet the definition of high-quality professional development. The SAI measures each of the 12 standards with five questions. The completed instrument provides data that educators can use to identify areas of strength and areas that need improvement.

Evaluation is an essential component of good practice. The SAI allows users to see the overall picture of professional development that exists in their school and/or district, to craft a plan for improvement, and to measure progress toward goals.

Using the SAI results, along with processes and strategies included in this document, districts can determine their next steps in planning for continuous professional learning focused on increasing student achievement.

1 Align with the National Staff Development Council (NSDC) standards

The Standards Assessment Inventory (SAI) measures how well NSDC's Standards for Staff Development are being implemented. Measuring implementation is an important element in ensuring that professional development continues to improve so that student learning can improve. Indeed, each of the 12 standards begins with the same phrase: *Staff development that improves the learning of all students…* This phrase affirms NSDC's belief that districts and schools that invest in effective professional development improve student learning. The phrase also reaffirms that strong and effective teacher learning and new classroom practices are necessary before student learning can improve.

The 12 standards are listed on p. 5. The standards are organized into three categories: **context**, **process**, and **content**. To create professional development that improves teacher and student learning, all three areas need to be addressed simultaneously. **Context** encompasses the organizational culture and climate that support learning, leadership that builds collaboration, and a support system that provides time and other resources. Planning, designing, implementing, and evaluating professional development constitute **process. Content** comprises the knowledge and skills staff members need to learn and use in their classrooms. Effectively implementing new programs and practices requires that professional development be an integral part of an improvement plan through ongoing, organizational support for professional learning.

These standards also redefine professional development and emphasize the importance of results-oriented, collaborative, job-embedded professional development. Research has identified characteristics of effective professional development. These characteristics include learning that is:

- Collaborative or team-based;
- Continuous (45 to 80 hours on a single focus);
- Job-embedded, occurring during the workday and the work week.
- Aligned with student needs based on data analysis;
- Aligned with the school's content standards, assessments, and curriculum;
- Continually supported in order for classroom implementation to be effective.

One of the goals of professional development is to have new strategies be implemented. Job-embedded, collaborative forms of professional learning are more effective than traditional workshops in transferring learning into practice. Research has found that the typical "workshop" format results in very little classroom implementation of new practices (5% to 10%) unless teachers also experience classroom-based coaching or follow-up. Professional development has been redefined to emphasize school-based teams whose members collaborate to learn content, plan lessons, and support one another's implementation of new classroom practices. Team members support and help each other as they examine student

work to determine the impact of their instruction, as well as their focus for further professional learning.

For schools to get a return on their investment in professional development, professional development planning and implementation need to change. One change is that professional development becomes *school-based*. School-based professional development is necessary because each school within a system is different, and those differences need to be reflected in teachers' professional learning. Student needs will differ among schools, as will educators' levels of experience or background knowledge. In professional development, one size does *not* fit all.

Principals and school improvement or leadership teams need the capacity to develop collaborative cultures that sustain and support teachers' use of new practices. The school needs support and assistance from central office staff to prepare administrators and teachers to use a variety of data to determine the focus of professional learning, to build collaboration skills and structures, to use job-embedded professional development designs, and to have the skills to pro-

vide teachers with long-term support for using new classroom practices. The central office is an essential partner for schools creating powerful professional development that impacts both students and teachers.

The Standards Assessment Inventory (SAI) identifies how well a school and district are implementing NSDC's Standards for Staff Development. Each standard is reflected on the SAI by five questions. A tool for analyzing the SAI follows. Rather than analyzing the results according to individual standards, the tool focuses on a set of NCLB Section 2141 planning requirements (see box). Each planning requirement is listed at the top of the page introducing that section, followed by a brief explanation of that step and its relationship to NSDC's standards. The related survey questions for that planning step are listed, with space for central office staff to record the percentage of survey responses. Questions may come from multiple standards; standards are indicated at the end of each question. The tool also suggests next steps for addressing that question and related articles and books for district staff seeking more information.

NCLB Section 2141 comprehensive professional development planning requirements

1. The comprehensive plan aligns with NSDC's Standards for Staff Development.
2. The comprehensive plan includes a needs assessment based on multiple sources of student data.
3. The comprehensive plan includes a needs assessment based on multiple sources of educator data.
4. The comprehensive plan includes student learning goals that are based on data analysis.
5. The comprehensive plan includes educator learning goals that are linked to student learning goals.
6. The comprehensive plan uses strategies, programs, and practices selected because of research-based evidence of their effectiveness.
7. The comprehensive plan uses a variety of job-embedded professional development models tied to desired outcomes.
8. The comprehensive plan establishes a clear timeline that is reasonable and attainable.
9. The comprehensive plan includes an evaluation plan to measure the effect of professional development.

NSDC's Standards for Staff Development

CONTEXT STANDARDS

Staff development that improves the learning of all students…

- Organizes adults into learning communities whose goals are aligned with those of the school and district. *(Learning Communities)*
- Requires skillful school and district leaders who guide continuous instructional improvement. (*Leadership*)
- Requires resources to support adult learning and collaboration. (*Resources*)

PROCESS STANDARDS

Staff development that improves the learning of all students…

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (*Data-Driven*)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (*Evaluation*)
- Prepares educators to apply research to decision making. (*Research-Based*)
- Uses learning strategies appropriate to the intended goal. (*Design*)
- Applies knowledge about human learning and change. (*Learning*)
- Provides educators with the knowledge and skills to collaborate. (*Collaboration*)

CONTENT STANDARDS

Staff development that improves the learning of all students…

- Prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement. (*Equity*)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (*Quality Teaching*)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (*Family Involvement*)

AGENDA: OPTION 1

Purpose: To analyze NSDC's Standards Assessment Inventory (SAI) and determine next steps to improve professional development within the district

Materials: Frequency Count by Standard Question report from the SAI results packet
Details report from the SAI results packet
SAI Worksheets (from this packet)
One Summary of SAI Results, enlarged to poster size

Time: 60 to 90 minutes, depending on the group's size

Directions:

1. Begin with a brief overview of NSDC's Standards for Staff Development (see p. 5) and the SAI. While the SAI is organized according to the standards, this analysis is based on nine planning requirements (see p. 4).

2. Divide into small groups.

3. Assign each group a single component or approximately six questions. (For example, one small group could address Components 2, 4, and 5; a second group could address Component 6; a third group could address Component 3; a fourth group might take half of Component 7; etc.)

4. Ask each small group to use the Frequency Count by Standard Question report and the Details report to find and record the average score and percentage of "never," "seldom," "sometimes," "frequently," and "always" responses for each question in the group's section. **Note:** The parentheses at the end of the question indicate the name of the standard to which the group should refer to find results. Results are organized according to the standards, not in numerical order.

5. Have the group determine composite scores for the group's assigned questions.
   a. *Never, seldom, and sometimes* percentages comprise the **needs attention** category.
   b. *Frequently* falls in the **progressing** category.
   c. *Always* is the **skilled** category.

6. Have each small group highlight any results in which **needs attention** is 50% or higher.

7. Ask groups to note any categories in which the **progressing** and **skilled** categories are 60% or more, and then to circle any question in which the **progressing** category is larger than the **skilled** category. See the sample on pp. 12-13.

8. Ask groups to transfer their results to the enlarged, poster-sized Summary Sheet.

9. Ask the large group to reflect together by considering:
   a. What strengths do you see in these results?
   b. What needs do you see in these results?
   c. What are some surprises?
   d. What questions do you have?
   e. What are some possible next steps you think should happen?
   f. What are some next steps provided within the worksheets which might work within your setting?

10. Ask each person to indicate on an index card (or verbally, depending on the group's size) one or two priority areas that he/she believes needs to be addressed to improve professional development within the district.

AGENDA: OPTION 2

Purpose: To analyze NSDC's Standards Assessment Inventory (SAI) and determine next steps to improve professional development within the district

Materials: Frequency Count by Standard Question report from the SAI results packet
Details report from the SAI results packet
SAI Worksheets (from this packet)
One summary of SAI Results for each participant
One Summary of SAI Results, enlarged to poster size

Time: 60 to 90 minutes, depending on group size

Directions:

1. Begin with a brief overview of NSDC's Standards for Staff Development (see p. 5) and the SAI. While the SAI is organized according to the standards, this analysis is based on nine planning requirements (see p. 4).

2. Complete the poster-sized Summary Sheet.

3. Divide into smaller groups, and provide each group a summary sheet, Frequency Count by Standard Question report, and Details report.

4. Assign each group a single component or approximately six questions. (For example, one small group could address Components 2, 4, and 5; a second group could address Component 6; a third group could address Component 3; a fourth group might take half of Component 7; etc.)

5. Ask each small group to use the Frequency Count by Standard Question report and the Details report to find and record the average score and percentage of "never," "seldom," "sometimes," "frequently," and "always" responses for each question in the group's section. Note: The parentheses at the end of the question indicate the name of the standard to which the group should refer to find results. Results are organized according to the standards, not in numerical order.

6. Have the group determine composite scores for the group's assigned questions.
    a. *Never, seldom, and sometimes* percentages comprise the **needs attention** category.
    b. *Frequently* falls in the **progressing** category.
    c. *Always* is the **skilled** category.

7. Have groups transfer their results to the poster-size Summary Sheet.

8. Ask the group to reflect on the results.
    *   Discuss specific questions in which responses fall in either the high or low range.
    *   Identify patterns or trends within the data. For example, is an entire category low or high?
    *   Identify any questions in which **progressing** is high even though **needs attention** is low.
    *   Review specific questions of particular interest. For example, if the district has been focusing on data analysis, what do the results in this category show?
    *   What are some next steps to take?

9. Ask each group to review the SAI worksheets for the group's set of questions. Each should consider the suggested "next steps" and identify actions appropriate to the district.

10. Ask groups to share any next steps they identified from the worksheets with the whole group.

Directions:

1. Use the **Frequency Count by Standard Question** report to record the percentage of schools that responded at each value level. The questions you will analyze are organized not in numerical order, but according to the *standard* under which they fall. After each question, the name of the standard to which the question is linked appears in parentheses.

    For example, for question #12: Teachers at our school learn how to use data to assess learning needs (*Data-Driven*), responses will be found in the Data-Driven component of the results.

    The standards are provided in this sequence:

1. **Learning Communities**	7. **Design**
2. **Leadership**	8. **Learning**
3. **Resources**	9. **Collaboration**
4. **Data-Driven**	10. **Equity**
5. **Evaluation**	11. **Quality Teaching**
6. **Research-Based**	12. **Family Involvement**

2. Use the **Details** page to record the average response value for each question.

3. Reconfigure the percentages into three categories. Combine results for "never," "seldom," and "sometimes" into the single category **needs attention**. Transfer the results for "frequently" into the **progressing** category. Transfer the results for "always" into the **skilled** category.

4. If the **needs attention** category indicates a result of 50% or more, the district should address the issue described in the question.

5. If the **progressing** and **skilled** categories are 60% or more, determine whether **progressing** is a greater percentage than **skilled**. (See the sample, pp. 12-13, #57 & #5.) If **progressing** has a significantly higher percentage, the issue addressed in the question *is likely* an area of need.

6. Review the **Next Steps** section of each component to consider ways the district might address needs identified through the Standards Assessment Inventory (SAI). These ideas are *possible* strategies to consider. The district does *not* need to do all of the options.

7. Consider additional resources to gain knowledge. Each component includes a list of articles and books for more information. Many of these articles can be found on the public side of the National Staff Development Council web site at **www.nsdc.org**. The complete set of articles is available with NSDC membership.

SAMPLE WORKSHEET

8 Establish a clear timeline that is reasonable and attainable

Many studies have focused on the amount of time it takes individuals to learn and use new instructional strategies at a high level of quality in the classroom. The most effective professional development occurs over a period of several years in order to support teachers' use of the new strategies or curriculum. Depending on how different new practices are from current practices, teachers and principals may take two to three years to use new strategies consistently and with high quality. A number of activities occur during this period. Educators need:

• To develop knowledge about the new practices through training, online or traditional courses, study groups, or other means;

• Time to develop lessons, collect necessary materials, and gather or create curriculum units.

• Support to use the new strategies with students, problem-solve barriers to implementation, and examine student work to determine the effect on student learning.

Ongoing support and assistance are critical. Support can come from peers working in learning teams, from study groups, or from an instructional coach. Leaders adjust support based on formative evaluations of professional development.

#57: When we adopt school improvement initiatives, we stay with them long enough to see if changes in instructional practice and student performance occur. *(Design)*

% OF SCHOOL RESPONSES		COMPOSITE SCORES	NEXT STEPS
Never	0%	33% *Needs attention*	• Provide opportunities for teachers to learn about new instructional strategies, and provide support for implementing those strategies. Plans should show development occurring over two to three years.
Seldom	0%		• Develop administrator and school improvement team knowledge of the change process and how to provide ongoing support and assistance.
Sometimes	33%		• Include support for the school improvement team's participation in the Professional Development Leadership Academy.
Frequently	64%	**64%** *Progressing*	• Develop the school staff's ability to monitor progress and use new instructional strategies by implementing nonevaluative walk-throughs or Innovation Configuration maps.
Always	3%	3% *Skilled*	
Question average:			
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4			

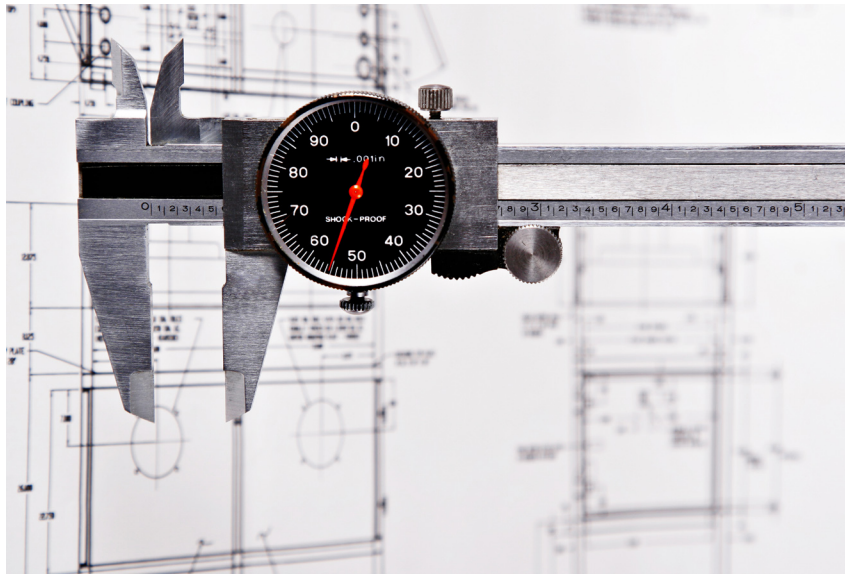**#5: We have opportunities to practice new skills gained during staff development.** *(Learning)*

% OF SCHOOL RESPONSES		COMPOSITE SCORES	NEXT STEPS
Never	0%	12% *Needs attention*	• Support teachers as they practice new classroom strategies or curriculum materials by providing an instructional coach, an external expert, or a consultant.
Seldom	0%		• Develop staff members' peer coaching skills.
Sometimes	12%		• Clearly describe new practices in operation, such as finding or creating Innovation Configuration maps for the desired classroom practices.
Frequently	70%	**70%** *Progressing*	
Always	18%	18% *Skilled*	
Question average:			
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4			

SAMPLE WORKSHEET

#16: We receive support implementing new skills until they become a natural part of instruction. *(Learning)*

% OF SCHOOL RESPONSES		COMPOSITE SCORES	NEXT STEPS
Never	0%		• Secure an instructional coach to conduct classroom demonstration lessons, observations, and feedback on new skills.
Seldom	9%	**67%** *Needs attention*	• Develop coaching skills among learning team members.
Sometimes	58%		• Create a timeline for using new strategies that extends over two to three years, and provide materials and ongoing support for new strategies.
Frequently	27%	27% *Progressing*	
Always	6%	6% *Skilled*	
Question average:			
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4			

#23: My school structures time for teachers to work together to enhance student learning. *(Collaboration)*

% OF SCHOOL RESPONSES		COMPOSITE SCORES	NEXT STEPS
Never	0%		• Reconfigure work schedules so staff members have uninterrupted time to work collaboratively to build and use instructional skills.
Seldom	6%	**54%** *Needs attention*	• Develop administrators' and school improvement team members' skills and knowledge about effective job-embedded professional development.
Sometimes	48%		
Frequently	45%	45% *Progressing*	
Always	0%	0% *Skilled*	
Question average:			
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4			

SAMPLE WORKSHEET

SAI Worksheets

2 Include a needs assessment based on multiple sources of student data

Planning effective professional development requires using varied data sources to determine areas of focus. By accessing multiple data sources, district leaders can search for patterns or trends across many types of student learning data from different schools and identify needs based on student learning goals. Along with state standardized test results, the district needs to examine interim assessments, common assessments developed by grade-level or content-area teams, rubrics that provide analyses of student work, and additional standardized assessments. When multiple data sources indicate a common issue, that common factor is likely to be a critical districtwide need.

#12: Teachers at our school learn how to use data to assess learning needs. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop teachers' and grade-level teams' skills so they are able to analyze various student data (i.e. Arizona's Instrument to Measure Success [AIMS]; interim assessments; common assessments development by grade-level teams; student work analyzed using rubrics).
Seldom _____%	_____% *Needs attention*	
Sometimes _____%		• Support a schedule that provides time for conversations between grade levels, based on student learning data, to identify common patterns or trends about student learning needs.
Frequently _____%	_____% *Progressing*	• Audit current data sources to determine which to add beyond state assessment results.
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#50: Teachers analyze classroom data with each other to improve student learning. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%	_____% *Needs attention*	• Build a schedule that allows time for grade-level teams to work together to analyze student learning data at least once a quarter.
Seldom _____%		• Provide resources for grade-level teams to plan lessons and units based on their analysis of student data.
Sometimes _____%		• Build teachers' collaborative skills so that they can work effectively with each other in grade-level or content-area teams.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

For more information about analyzing student data

ARTICLES

Lammi, K. (2006, May). Measures that matter. *The Learning System, 1*(8), 1, 6-7.

Love, N. (2004, Fall). Taking data to new depths. *JSD, 25*(4), 22-26.

Richardson, J. (2000, Oct./Nov.). The numbers game: Measure progress by analyzing data. *Tools for Schools, 4*(2), 1-2.

Richardson, J. (2005, Oct.). 8 steps to improvement: Indiana district examines student data and adjusts instruction. *The Learning System, 1*(2), 1, 6-7.

Roy, P. (2008, Feb.). A data dilemma. *The Learning System, 3*(5), 3.

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Bernhardt, V. (2006). *Using data to improve student learning in school districts*. Larchmont, NY: Eye on Education.

Holcomb, E.L. (1999). *Getting excited about data: How to combine people, passion, and proof*. Thousand Oaks, CA: Corwin Press.

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Pete, B. & Sambo Duncan, C. (2004). *Data! Dialogue! Decisions! The data difference.* Corwin Press: Thousand Oaks, CA.

Wellman, B. & Lipton, L. (2004). *Data-driven dialogue: A facilitator's guide to collaborative inquiry*. Guilford, VT: Mira Via.

3 Include a needs assessment based on multiple sources of educator data

The typical needs assessment survey gathers information on what teachers would *like* to learn — not necessarily on what students need to know and be able to do. To ensure that professional development is focused on student needs, planners need multiple sources of data about teacher needs related to professional development. Assessments should focus on teacher knowledge and skills, as well as current classroom practices. Over a long-term program of two to three years, the data also may be useful for monitoring teacher use of new strategies and curriculum. These data are designed to focus professional development on educator needs and address those needs through differentiated professional development for both teachers and administrators.

#30: Our school uses evaluations of professional development outcomes to plan for professional development choices. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Create evaluations of professional development that help teachers identify how frequently and how well they are implementing new strategies or using new curriculum materials.
Seldom _____%	_____% *Needs attention*	• Ensure that school improvement teams and principals know and understand strategies for monitoring the quality of implementation of new classroom practices.
Sometimes _____%		• Develop ways to access teacher needs such as through the Concerns-Based Adoption Model (CBAM) which provides a framework for describing the Levels of Use of new instructional practices.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#39: Teachers use student data to plan professional development programs. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop a data system to ensure that school faculty have access to a variety of student data and know how to identify trends and patterns of student needs within the data.
Seldom _____%	_____% *Needs attention*	• Ensure that grade-level teams have a system of data that includes interim assessments or common assessments, and that teams meet collaboratively to identify common student needs.
Sometimes _____%		• Provide opportunities for teachers to learn to use collaborative skills when working with colleagues.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#50: Teachers analyze classroom data with each other to improve student learning. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop and support teachers' use of various protocols such as the Tuning Protocol or other strategies so they are able to collaboratively review student work.
Seldom _____%	_____% *Needs attention*	• Create a schedule that allows grade-level teams time to meet during the instructional day to discuss student learning needs based on data.
Sometimes _____%		• Ensure that teachers have had time to learn to use collaborative skills.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#52: Teachers' prior knowledge and experience are taken into consideration when designing staff development at our school. *(Design)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Survey teachers' current knowledge about practices embedded in new programs.
Seldom _____%	_____% *Needs attention*	• Secure an external expert to provide a clear description of what new programs or practices look like when implemented with high quality.
Sometimes _____%		• Search for or develop Innovation Configuration maps, which describe what a teacher does when using new practices.
Frequently _____%	_____% *Progressing*	• Use classroom walk-through results to determine what teachers currently do and to determine next steps for professional development.
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

For more information about teacher needs assessment data

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Bernhardt, V. (2000, Winter). Intersections: New routes open when one type of data crosses another. *Journal of Staff Development, 21*(1), 33-36.

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Love, N. & Timbs, D. (2008, Oct.). Data teams help district close achievement gap. *The Learning System, 4*(2), 1, 6-7.

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Hord, S., Rutherford, W., Huling-Austin, L., & Hall, G. (2006). *Taking charge of change.* Austin, TX: SEDL.

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McDonald, J.P., Mohr, N., Dichter, A., & McDonald, E.C. (2007). *The power of protocols: An educator's guide to better practice.* New York: Teachers College Press.

4 Include student learning goals based on data analysis

NSDC's standards suggest that the sequence needed to determine appropriate and effective professional development involves three steps. First, thoroughly analyze a variety of student learning data. Determine both broad patterns and trends related to student learning needs and focus on details — down to the strand level — of specific learning needs. Next, analyze a variety of teacher learning needs. Finally, determine the focus and format of professional development using these analyses. Express student learning goals in a SMART goal format: The goal is **Specific, Measurable, Attainable, Results-oriented,** and **Time-bound**.

#22: We design improvement strategies based on clearly stated outcomes for teacher and student learning. *(Design)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Involve most of the school's educators in analyzing a variety of student learning data, including but not exclusively Arizona's Instrument to Measure Standards results.
Seldom ____%	____% *Needs attention*	• State student learning goals within the school improvement plan using a SMART goal format that includes a specific statement of the amount of improvement, how improvement will be measured, and the timeframe for accomplishing the goal.
Sometimes ____%		
Frequently ____%	____% *Progressing*	• Establish clear implementation outcomes for educators related to the school's professional development focus using a SMART goal format.
Always ____%	____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

For more information about developing student learning goals

ARTICLES

Love, N. (2004, Fall). Taking data to new depths. *JSD, 25*(4), 22-26.

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5   Include educator goals that align with student learning goals

NSDC's standards promote the idea that three steps help determine appropriate and effective professional development. The first step is thoroughly analyzing a variety of student learning data. The second step is analyzing teacher learning needs, including finding out what educators already know about student learning needs or specific programs. This step assumes that at least some faculty members probably already have background in the focus area or that the professional development might need to focus on supporting strong classroom implementation of new practices which teachers have learned about but have not yet implemented. The final step in the sequence is determining the focus and format of professional development for educators that aligns with student learning needs.

#22: We design improvement strategies based on clearly stated outcomes for teacher and student learning. *(Design)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Help school-based staff determine their specific learning needs related to student learning needs. What do teachers need to know and be able to do to affect the student learning goal? For example, if the students are not achieving well in discrete mathematics, educators should focus their professional learning on discrete mathematics — what it is, instructional strategies, curriculum materials, etc.
Seldom ____%	_____% *Needs attention*	• Establish educator learning goals in a SMART (Specific, Measurable, Attainable, Results-oriented, and Time-bound) goal format that includes a specific statement of the desired level of improvement, ways that improvement will be measured, and the timeframe.
Sometimes ____%		
Frequently ____%	_____% *Progressing*	• Audit the kinds of data collected about educator learning needs (for example, walk-through data, differentiated surveys, use of Innovation Configuration maps). Needs assessment surveys are common but not always useful in determining educator learning needs.
Always ____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#10: Our principal's decisions on schoolwide issues and practices are influenced by faculty input. *(Leadership)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Secure external or internal experts to describe the essential educator knowledge, skills, and behaviors that are to be developed to help accomplish the student learning goal. A statement, for example, might be that teachers need to know how to use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data to adjust instruction. These statements of knowledge and skills can be used to determine what teachers need to learn to do through professional development.
Seldom _____%	_____% *Needs attention*	
Sometimes _____%		
Frequently _____%	_____% *Progressing*	• Develop principal and school improvement team skills in collecting a variety of teacher learning needs data using walk-throughs, interviews, focus groups, or Concerns-Based Adoption Model (CBAM) strategies such as one-legged interviews, Stages of Concern survey, or open-ended responses.
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

SAMPLE LEARNING GOALS

- **TEACHER:**
  By March, 2011, 100% of teachers will use graphic organizers during reading instruction as shown through data collected on walk-throughs.

- **STUDENT:**
  By the end of this semester, all 8th-grade students will demonstrate at least 75% mastery on the 8th-grade vocabulary interim assessment.

For more information about teacher learning goals

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6 Use research-based evidence to select strategies, programs, and practices

Designing effective professional development means a long-term, two- to three-year investment to develop educator knowledge, skills, and behaviors. Effective professional learning involves strategies, programs, or practices that evidence has shown improve student learning; districts need more than a statement that a selected program is "based on research." District administrators need to identify specific research on the program's impact on achievement. In an analysis of the effectiveness of more than 496 nationally known programs, reviewers found that only 5% had collected evidence of impact on student learning. When considering any new program, ask: What evidence do you have of its impact on student learning? What were the characteristics of the student population? How many students were assessed?

#4: Our school uses educational research to select programs. *(Research-Based)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop central office, principal, and school improvement team's skills for reviewing educational research.
Seldom _____%	_____% *Needs attention*	• Provide information about web-based research clearinghouse sites which list research about programs and practices.
Sometimes _____%		
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#14: We make decisions about professional development based on research that shows evidence of improved student performance. *(Research-Based)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Initiate a book study of a meta-analysis of instructional strategies, such as Robert Marzano's work, for principals and school improvement team members.
Seldom _____%	_____% *Needs attention*	• Provide information about web-based research clearinghouse sites which list research about programs and practices.
Sometimes _____%		• Audit the principal's and school improvement team's current decision-making process to ensure it includes an examination of research for any major program or practices being considered.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#21: When deciding which school improvement efforts to adopt, we look at evidence of effectiveness of programs in other schools. *(Research-Based)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Search for local districts and schools that have implemented potential programs and visit those sites.
Seldom _____%	_____% *Needs attention*	
Sometimes _____%		
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#36: When considering school improvement programs, we ask whether the program has resulted in student achievement gains. *(Research-Based)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop central office, principal, and school improvement team's skills in reviewing educational research.
Seldom _____%	_____% *Needs attention*	• Provide information about web-based research clearinghouse sites which list research about programs and practices.
Sometimes _____%		
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#41: The school improvement programs we adopt have been effective with student populations similar to ours. *(Research-Based)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop central office, principal, and school improvement team's skills in reviewing educational research.
Seldom _____%	_____% *Needs attention*	• Provide information about web-based research clearinghouse sites which list research about programs and practices.
Sometimes _____%		
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

For more information about research-based evidence of effectiveness

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WEB SITES

http://whatworkshelpdesk.ed.gov/identify.asp

What Works Clearinghouse has an online, evidence-based education help desk that includes resources to allow users to identify and implement evidence-based interventions.

7 Use a variety of job-embedded professional development models tied to desired outcomes

NSDC's standards promote collaborative, job-embedded professional learning that is continuous. Collaborative, job-embedded strategies result in more implementation of new practices than the traditional workshop. Job-embedded strategies occur more frequently but for shorter periods of time. For example, a learning team of grade-level teachers meets daily or three times a week to analyze student work or interim assessment results, to plan how to reteach or accelerate learning, to plan new lessons or units, and to coach each other in the use of new practices or materials. A district's professional development plan might support effective professional learning by increasing the capacity of school faculty and administration to plan and use job-embedded practices.

#9: The teachers in my school meet as a whole staff to discuss way to improve teaching and learning. *(Learning Communities)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Support administrators in developing positive and collaborative cultures within the buildings.
Seldom ____%	____% *Needs attention*	• Help administrators learn to conduct staff meetings that focus on professional learning, sharing, and problem solving.
Sometimes ____%		• Provide schools with resources and materials that focus on priority student learning goals; for example, provide manipulatives to help students with discrete mathematics.
Frequently ____%	____% *Progressing*	
Always ____%	____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#29: We observe each other's classroom instruction as one way to improve our teaching.
(Learning Communities)

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop teachers' peer observation and feedback skills.
	_____% *Needs attention*	• Provide for the development of tools that describe new practices in operation (such as an Innovation Configuration map). These tools are the foundation for peer observation and feedback.
Seldom _____%		
Sometimes _____%		• Fund daily work schedules that allow teachers to participate in peer coaching.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#34: We receive feedback from our colleagues about classroom practices. *(Learning Communities)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Train peer coaches to provide nonevaluative, descriptive feedback.
	_____% *Needs attention*	• Provide an instructional coach to model how to provide effective feedback.
Seldom _____%		
Sometimes _____%		• Help schools develop a trusting environment where feedback about teaching is valued and expected.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#56: Teachers examine student work with each other. *(Learning Communities)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Provide training or an instructional coach to help teachers use a variety of protocols to examine student work.
Seldom _____%	_____% *Needs attention*	• Develop principals' knowledge and skills about strategies for examining student work.
Sometimes _____%		• Offer an instructional coach to help grade-level teams diagnose student work and adjust lesson plans or units.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#18: Our principal is committed to providing teachers with opportunities to improve instruction (e.g. observations, feedback, collaborating with colleagues). *(Leadership)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop principals' knowledge and use of job-embedded professional development strategies.
Seldom _____%	_____% *Needs attention*	• Hire an instructional coach to work with grade-level or content-area teams to learn to use job-embedded professional development.
Sometimes _____%		• Have a school board study session to inform board members about job-embedded professional development strategies.
Frequently _____%	_____% *Progressing*	• Work with the county to develop knowledge and skills related to job-embedded, collaborative strategies.
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#2: Fellow teachers, trainers, facilitators, and/or consultants are available to help us implement new instructional practices at our school. *(Resources)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Build principals' and school improvement teams' knowledge and skills about the change process.
Seldom _____%	_____% *Needs attention*	• Provide an instructional coach to work with administrators and faculty members on implementing new instructional practices.
Sometimes _____%		• Develop school improvement team members' knowledge and understanding of job-embedded professional development.
Frequently _____%	_____% *Progressing*	• Support school teams by having them attend a Professional Development Leadership Academy to learn about planning and supporting effective
Always _____%	_____% *Skilled*	professional development. (Academies are offered through the Arizona Department of Education).
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#19: Substitutes are available to cover our classes when we observe each other's classes or engage in other professional development opportunities. *(Resources)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Hire substitutes to allow educators to observe in one another's classrooms or meet in grade-level or content-area teams.
Seldom _____%	_____% *Needs attention*	• Offer strategies for ways to reconfigure schedules to allow educators time for classroom observations or job-embedded work.
Sometimes _____%		
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#50: Teachers analyze classroom data with each other to improve student learning. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop administrator and teacher capacity to analyze classroom data and revise instructional practices to meet student needs. • Have an instructional coach help teachers analyze classroom data.
Seldom _____%	_____% *Needs attention*	
Sometimes _____%		
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#15: At our school, teacher learning is supported through a combination of strategies (e.g. workshops, peer coaching, study groups, joint planning of lessons, and examination of student work). *(Design)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Build the principals' knowledge about job-embedded professional development. • Have an instructional coach work with grade-level or content-area teams to use job-embedded professional development. • Provide support for school teams to attend a Professional Development Leadership Academy to learn about planning and supporting effective professional development. (Academies are offered through the Arizona Department of Education).
Seldom _____%	_____% *Needs attention*	
Sometimes _____%		
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#42: At my school, teachers learn through a variety of methods (e.g. hands-on activities, discussion, dialogue, writing, demonstrations, practice with feedback, group problem solving). *(Learning)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Build principals' knowledge about job-embedded professional development strategies.
Seldom _____%	_____% *Needs attention*	• Have an instructional coach work with grade-level or content-area teams to use job-embedded professional development.
Sometimes _____%		• Develop school improvement team members' knowledge of job-embedded professional development.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#53: At our school, teachers can choose the types of professional development they receive (e.g. study group, action research, observations). *(Learning)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Build principals' knowledge about job-embedded professional development strategies.
Seldom _____%	_____% *Needs attention*	• Have an instructional coach work with grade-level or content-area teams to use job-embedded professional development.
Sometimes _____%		• Develop school improvement team members' knowledge of job-embedded professional development.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#28: Our school's teaching and learning goals depend on staff's ability to work well together.
(Collaboration)

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop the faculty's collaboration skills so staff can use job-embedded strategies effectively.
Seldom _____%	_____% *Needs attention*	• Provide an instructional coach to work with grade-level and content-area teams to develop collaboration skills.
Sometimes _____%		• Audit each school's culture to determine the current level of collaboration among staff members.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

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8 Establish a clear timeline that is reasonable and attainable

Many studies have focused on the amount of time it takes individuals to learn and use new instructional strategies at a high level of quality in the classroom. The most effective professional development occurs over a period of several years in order to support teachers' use of the new strategies or curriculum. Depending on how different new practices are from current practices, teachers and principals may take two to three years to use new strategies consistently and with high quality. A number of activities occur during this period. Educators need:

- To develop knowledge about the new practices through training, online or traditional courses, study groups, or other means;
- Time to develop lessons, collect necessary materials, and gather or create curriculum units.
- Support to use the new strategies with students, problem-solve barriers to implementation, and examine student work to determine the effect on student learning.

Ongoing support and assistance are critical. Support can come from peers working in learning teams, from study groups, or from an instructional coach. Leaders adjust support based on formative evaluations of professional development.

#57: When we adopt school improvement initiatives, we stay with them long enough to see if changes in instructional practice and student performance occur. *(Design)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Provide opportunities for teachers to learn about new instructional strategies, and provide support for implementing those strategies. Plans should show development occurring over two to three years.
Seldom _____%	_____% *Needs attention*	• Develop administrator and school improvement team knowledge of the change process and how to provide ongoing support and assistance.
Sometimes _____%		• Include support for the school improvement team's participation in the Professional Development Leadership Academy.
Frequently _____%	_____% *Progressing*	• Develop the school staff's ability to monitor progress and use new instructional strategies by implementing nonevaluative walk-throughs or Innovation Configuration maps.
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#5: We have opportunities to practice new skills gained during staff development. *(Learning)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Support teachers as they practice new classroom strategies or curriculum materials by providing an instructional coach, an external expert, or a consultant.
Seldom _____%	_____% *Needs attention*	• Develop staff members' peer coaching skills.
Sometimes _____%		• Clearly describe new practices in operation, such as finding or creating Innovation Configuration maps for the desired classroom practices.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#16: We receive support implementing new skills until they become a natural part of instruction. *(Learning)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Secure an instructional coach to conduct classroom demonstration lessons, observations, and feedback on new skills.
Seldom _____%	_____% *Needs attention*	• Develop coaching skills among learning team members.
Sometimes _____%		• Create a timeline for using new strategies that extends over two to three years, and provide materials and ongoing support for new strategies.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#23: My school structures time for teachers to work together to enhance student learning. *(Collaboration)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Reconfigure work schedules so staff members have uninterrupted time to work collaboratively to build and use instructional skills.
Seldom _____%	_____% *Needs attention*	• Develop administrators' and school improvement team members' skills and knowledge about effective job-embedded professional development.
Sometimes _____%		
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

For more information about a reasonable and attainable timeframe for change

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9 Include an evaluation plan to measure the impact of professional development

Results-oriented professional development requires that leaders systematically evaluate programs to determine whether the intended results have been achieved. Say, for example, the district sets a student learning goal of increasing reading comprehension scores and a professional development goal of increasing teachers' use of differentiated instruction during reading instruction. A results-based evaluation would determine whether teachers are implementing differentiated instruction with quality and then would determine whether student reading comprehension improved. A quality evaluation plan includes five levels, as described by Thomas Guskey (2000). Information from each level informs us whether the group of educators is ready to move to the next stage of development. For example, if the organization is not providing appropriate support (Level 3), most educators will not have the resources they need to implement new strategies in the classroom. It would, therefore, be inappropriate to expect classroom implementation.

LEVEL 1: INITIAL PARTICIPANT REACTION.

How did participants react to initial training or information? This level is accomplished using the standard one-page evaluation form provided at most workshops.

LEVEL 2: PARTICIPANT LEARNING.

Did participants learn anything? This level is accomplished by examining activities conducted during professional development or pre- and post-assessments or interviews, and by collecting evidence that educators learned the new material.

LEVEL 3: ORGANIZATIONAL SUPPORT.

Has the organization made changes to support the use of the new strategies? Research on change has shown that many initiatives are not fully implemented because educators do not have the time, materials, resources, or support necessary to make the change. This level is accomplished when evidence can demonstrate that appropriate and proper levels of support were provided. Evidence might be documents showing the support, such as a list of materials provided or a schedule that was adjusted to provide meeting time. For example, aligning lessons to content standards requires both time and support from colleagues; if either of those factors is missing, implementation of new content standards within lessons will likely not occur.

LEVEL 4: PARTICIPANT USE OF NEW CLASSROOM PRACTICES.

Are any teachers using the new strategies and are any using the new strategies with high fidelity? This level is accomplished by collecting evidence of high-quality implementation in the classroom. An evaluation at this level requires a clear description of what high-quality implementation looks like and sounds like. Evidence can be collected through walk-throughs, classroom observations, or peer observation.

LEVEL 5: STUDENT IMPACT.

Have student learning goals been accomplished? This level is accomplished with evidence of improved student learning. However, Guskey asserts that the final level of evaluating professional development's effect on student learning can be conducted only after Levels 1-4 are completed. Effectively evaluating professional development requires evidence that desired practices were implemented so that new practices can be linked to changes in student learning. A common evaluation practice is to start a new program and then check at the end of the year to determine whether student learning has increased. Without evidence that new practices were implemented, this kind of linkage to results is invalid.

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#26: Teachers at our school determine the effectiveness of our professional development by using data on student improvement. *(Data-Driven)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop a districtwide rubric related to professional development goals that each school can use to score student work. • Secure an evaluation specialist to help schools develop strategies to evaluate professional development at each of the five levels.
Seldom _____%	_____% *Needs attention*	
Sometimes _____%		
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#3: We design evaluations of our professional development activities prior to the professional development program or set of activities. *(Evaluation)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop the capacity of central office and building staff to use the five-level evaluation model.
Seldom _____%	_____% *Needs attention*	• Secure an evaluation specialist to help schools develop strategies to evaluate professional development at each of the five levels.
Sometimes _____%		• Develop a Theory of Change for each professional development goal.
Frequently _____%	_____% *Progressing*	
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#13: We use several sources to evaluate the effectiveness of our professional development on student learning (e.g. classroom observations, teacher surveys, conversations with principals or coaches. *(Evaluation)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never _____%		• Develop the capacity of central office and building staff to use the five-level evaluation model.
Seldom _____%	_____% *Needs attention*	• Secure an evaluation specialist to help schools develop strategies to evaluate professional development at each of the five levels.
Sometimes _____%		• Develop Innovation Configuration maps that each site could use for priority initiatives.
Frequently _____%	_____% *Progressing*	• Develop classroom observation forms and teacher surveys for program evaluation.
Always _____%	_____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#20: We set aside time to discuss what we learned from our professional development experiences. *(Evaluation)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Work with external experts and trainers to identify essential or critical knowledge or concepts that educators need to develop in order to use new strategies or curriculum.
Seldom ____%	____% *Needs attention*	• Include a set of standard questions to ask potential outside experts concerning essential knowledge or concepts related to new programs or initiatives.
Sometimes ____%		
Frequently ____%	____% *Progressing*	
Always ____%	____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

#51: We use students' classroom performance to assess the success of teachers' professional development experiences. *(Evaluation)*

% OF SCHOOL RESPONSES	COMPOSITE SCORES	NEXT STEPS
Never ____%		• Develop the capacity of central office and building staff to use the five-level evaluation model for professional development activities.
Seldom ____%	____% *Needs attention*	• Secure an evaluation specialist to help schools develop strategies to evaluate professional development at each of the five levels.
Sometimes ____%		
Frequently ____%	____% *Progressing*	
Always ____%	____% *Skilled*	
Question average:		
Never = 0; Seldom = 1; Sometimes = 2; Frequently = 3; Always = 4		

For more information about evaluating professional development

ARTICLES

Champion, R. (2002, Fall). Map out evaluation goals: A master plan can guide you down the rocky path of evaluation. *Journal of Staff Development, 23*(4), 78-79.

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Summary of SAI results

Component 2: Multiple sources of student data

#12	Needs attention: _____	Progressing: _____	Skilled: _____
#50	Needs attention: _____	Progressing: _____	Skilled: _____

Component 3: Multiple sources of educator data

# 30	Needs attention: _____	Progressing: _____	Skilled: _____
#39	Needs attention: _____	Progressing: _____	Skilled: _____
#50	Needs attention: _____	Progressing: _____	Skilled: _____
#52	Needs attention: _____	Progressing: _____	Skilled: _____

Component 4: Student learning goals based on data analysis

#22	Needs attention: _____	Progressing: _____	Skilled: _____

Component 5: Educator goals align with student goals

#22	Needs attention: _____	Progressing: _____	Skilled: _____
#10	Needs attention: _____	Progressing: _____	Skilled: _____

Component 6: Research-based evidence

#4	Needs attention: _____	Progressing: _____	Skilled: _____
#14	Needs attention: _____	Progressing: _____	Skilled: _____
#21	Needs attention: _____	Progressing: _____	Skilled: _____
#36	Needs attention: _____	Progressing: _____	Skilled: _____
#41	Needs attention: _____	Progressing: _____	Skilled: _____

Needs attention = Never + Seldom + Sometimes   *Progressing* = Frequently   *Skilled* = Always

Component 7: Job-embedded professional development

|			
#9	Needs attention: _____	Progressing: _____	Skilled: _____
#29	Needs attention: _____	Progressing: _____	Skilled: _____
#34	Needs attention: _____	Progressing: _____	Skilled: _____
#56	Needs attention: _____	Progressing: _____	Skilled: _____
#18	Needs attention: _____	Progressing: _____	Skilled: _____
#2	Needs attention: _____	Progressing: _____	Skilled: _____
#19	Needs attention: _____	Progressing: _____	Skilled: _____
#50	Needs attention: _____	Progressing: _____	Skilled: _____
#15	Needs attention: _____	Progressing: _____	Skilled: _____
#42	Needs attention: _____	Progressing: _____	Skilled: _____
#53	Needs attention: _____	Progressing: _____	Skilled: _____
#28	Needs attention: _____	Progressing: _____	Skilled: _____

Component 8: Clear timeline

#57	Needs attention: _____	Progressing: _____	Skilled: _____
#5	Needs attention: _____	Progressing: _____	Skilled: _____
#16	Needs attention: _____	Progressing: _____	Skilled: _____
#23	Needs attention: _____	Progressing: _____	Skilled: _____

Component 9: Measure impact of professional development

#26	Needs attention: _____	Progressing: _____	Skilled: _____
#3	Needs attention: _____	Progressing: _____	Skilled: _____
#13	Needs attention: _____	Progressing: _____	Skilled: _____
#20	Needs attention: _____	Progressing: _____	Skilled: _____
#51	Needs attention: _____	Progressing: _____	Skilled: _____

Needs attention = Never + Seldom + Sometimes   *Progressing* = Frequently   *Skilled* = Always
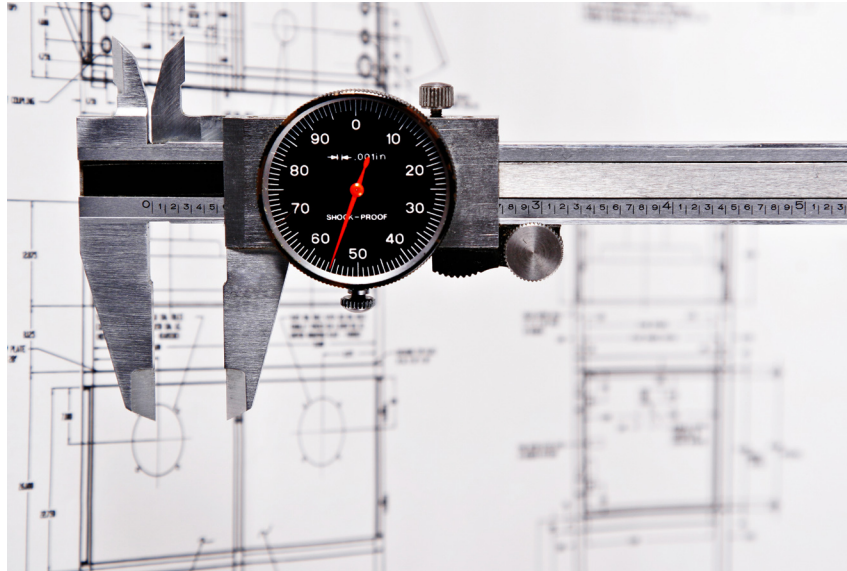
Role of central office: Supporting professional development

Central office's supporting role in professional development

The central office is an essential partner with schools in creating powerful professional development that affects both students and teachers. Research has found that school improvement is most effective when focused at the school rather than the district level. The role of central office staff, then, is to build the capacity of school-level personnel to design, manage, and implement improvement efforts.

One step in creating capacity is helping staff understand what constitutes effective professional development. NSDC's Standards for Staff Development focus on the conditions necessary for professional development to positively affect student and teacher learning. The standards address conditions that include the quality of leadership and organizational culture; effective planning for, implementation of, and long-term support for new strategies; and the effectiveness of desired knowledge and skills acquired through professional development.

Central office staff support and assist administrators and teachers as they use a variety of data to determine the focus of professional learning, build collaboration skills and structures, plan and use job-embedded professional development designs, and develop the skills to provide long-term support for the use of new classroom practices.

Professional development merges with school improvement to focus educators' efforts and energy on a few priority goals identified through in-depth analysis of student learning data.

The materials that follow include activities and articles that will help central office staff understand their new role in professional development and school improvement.

- Activity 1. Discussion: Why a new role for central office?
- Activity 2. Seven major responsibilities of central office.
- Activity 3. New practices for central office staff: Readings from *The Learning System.*

Activity 1: Why a new role for central office?

Purpose: To reflect on central office administrators' role in professional development.

Materials: A copy of "Why a New Role for Central Office?" article for each participant, highlighters.

Time: 1 hour; may be adjusted based on size of the group.

SAVE THE LAST WORD FOR ME PROTOCOL

DIRECTIONS:

1. Copy the article "Why a New Role for Central Office?" and provide a copy to each person.

2. Form small groups of three.

3. Ask each person to read the article and highlight (or underline) at least three key ideas. They can select ideas with which they agree or disagree.

4. Ask one person in each group to begin by reading *one* highlighted quote to the small group members. The reader should not comment or provide any rationale for selecting the statement.

5. The other two members of the small group each have *one* minute to comment on the statement. They can agree, disagree, challenge, or confirm the statement.

6. The person who provided the statement now has *two to three* minutes to comment. S/he can explain why the statement was selected or may respond to other people's comments. This person has the *last word*.

7. Continue the process with another person reading a statement. Finish when time is called.

8. Ask these threesomes to discuss the reflection questions provided and summarize their answers for the larger group.

Why a new role for central office?

By Patricia Roy

"Today, the concept of job-embedded staff development has come to mean that educators in many roles — superintendents, assistant superintendents, curriculum supervisors, principals, and teacher leaders — all must see themselves as teachers of adults and must view the development of others as one of their most important responsibilities. These individuals are increasingly being held accountable for their performance as planners and implementers of various forms of staff development." (Sparks & Hirsh, 1997, p. 83).

CENTRAL OFFICE STAFF'S ROLE

A decade ago, professional development experts began to describe a necessary shift that school systems would need to make to guarantee teachers powerful, effective professional development — the kind of professional development that leads to improved student learning. Powerful professional development comes only from a change in how decisions are made about educators' learning. A new role for central office staff is building the *capacity* of school-level personnel to design, manage, and implement improvement efforts.

When it comes to educational reform, schools are the "center of change" (Fullan & Stiegelbauer, 1991, p. 203). In other words, the school — not the district — needs to control how change is planned and implemented. In his meta-analyses of educational research, Robert Marzano found that "the school (as opposed to the district) is the proper focus for reform. Indeed, this is a consistent conclusion in the research literature (Scheerens & Bosker, 1997; Reynolds & Teddlie, 2000; Wang, Haertel, & Walberg, 1993)" (2003, p.10).

Yet this finding does not mean that district-level staff have no responsibility for school-level change. Michael Fullan says the district administrator's charge is to "develop the management capabilities of administrators — other district administrators and principals — to lead change" (2007, p. 229). Neither top-down nor bottom-up strategies are adequate to leverage desired changes in schools and classrooms. Fullan and Stiegelbauer contend that centralized (top-down) change seems not to work because it uses a uniform or one-size-fits-all approach "that is inappropriate and ineffective except for the narrowest of goals," and decentralized (bottom-up) change can be difficult because of the "lack of capacity to manage change" (1991, p. 200). They suggest that a combined effort between schools and central office is most likely to result in increased student learning. The most effective change strategy, according to Louis, is joint planning and coordination that includes staff coming to consensus about their goals for education (1998, p. 161).

Fullan and Stiegelbauer further recommend that the district administrator's goal is not to install a specific program but to "build the capacity of the district and the schools to handle any and all innova-

REFLECTIONS

- What skills, knowledge, and capacities do staff at the school level need to ensure they use job-embedded professional development?
- The articles included in this section suggest that central office staff transform their role from planning and designing professional development activities into helping build schools' capacity to conduct their own professional development. What organizational supports and barriers do you anticipate for you to make this kind of change?
- Principals face high expectations as instructional leaders. How ready are the district's principals for these changes? How ready is the central office to support and develop instructional leadership?
- How interested and prepared are principals to develop teacher leadership? How might central office support and develop instructional leadership among teacher leaders?

tions" (p. 214).

Every school system seems to have individual schools populated by incredible instructional leaders and inspiring teachers who cause high levels of learning for all their students, what Togneri and Anderson (2003) call "isolated islands of excellence." The challenge for district leaders is to ensure that each school is *equally* ready to accept and accomplish the same goal. Togneri and Anderson found (2003, p. 23-24) that districts adopting effective systemwide approaches to job-embedded professional learning:

- *Use research-based principles to define professional development.* These principles guide their work, such as using data to identify the content of professional development and employing a variety of professional development designs to provide ongoing support for those implementing new classroom strategies.
- *Develop networks of instructional experts.* Central office staff focus on developing teachers' and principals' instructional leadership skills. District staff understand that each school needs in-house expertise in order to improve instructional practices. Principals are critical in this work, but so, too, are teacher leaders. The most viable approach is a combined effort between the principal and teachers.

- *Develop a support system for new teachers.* Retaining new teachers is a priority goal. Mentoring programs and other support systems are needed to assist new teachers.
- *Strategically allocate financial resources.* The superintendent, school board, central office, and principals prioritize goals in order to focus their efforts on activities that make the biggest difference in improving student performance. Districts spend funds strategically on instructional improvement and student achievement goals.
- *Encourage and help schools to use data.* Central office staff provide schools with high-quality data, as well as technical assistance on how to use that data to guide instructional practices.

Only districts with a collaborative change strategy will successfully implement school improvement projects.

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Activity 2: Seven major responsibilities for central office

Purpose: To identify the role of central office in supporting school-based professional development.

Materials: Copy of "The Role of Central Office Staff" article for each person, markers, sticky dots, and wall charts made poster size.

Time: 1½ hours unless reading is pre-assigned.

DIRECTIONS:

1. Ask each person to read the article. (To save time, ask participants to read the article before the meeting.)

2. Divide the group into trios, and ask each small group to review the seven responsibilities of central office outlined in the article and to highlight key practices and behaviors.

3. Ask each person to indicate on the wall chart, with a sticky dot, his/her current level of practice concerning the suggested central office responsibilities.

4. Review the results and, as a group, identify current strengths and needs.

5. Ask each person to indicate two responsibilities that he/she views as *most* important to address. (If the group is large, ask each person to list two responsibilities on an index card or sticky note, noting the ranking for each, and tally those responses.)

6. Identify the top two central office responsibilities. Ask small groups to brainstorm actions staff might take to meet those responsibilities and note ideas on index cards. Collect the cards from the small groups.

7. Compile the action steps into a single list. A smaller team can review these ideas separately and create an action plan to bring back to the larger group for review and revision.

THE ROLE OF CENTRAL OFFICE STAFF

When professional development moves from a centralized function in a school district to a school-based function, the work of central office does not diminish. Instead, it changes. The work changes from determining the content and delivering the learning to one that involves building the capacity of school staff to make sound decisions about their own professional development. In essence, central office staff become learning leaders who are responsible for facilitating professional development decisions at individual schools and coordinating efforts between and among schools to maximize resources and effort without diluting the individual needs and interests of schools.

In addition, central office staff is responsible to coordinate the formation of cross-school teams for singleton teachers or noninstructional staff whose primary collaborative professional learning team is outside their own school.

Central office staff members — those who work in school district offices with responsibility for curriculum, instruction, professional development, mentoring, teacher quality, and student success — have seven major responsibilities in a system that views the school as the primary center of learning. These roles include:

- Building capacity of school staff to make sound decisions about professional development;
- Providing research and models of best practices regarding professional development;
- Allocating resources to schools to support their learning plans;
- Coordinating efforts between and among schools;
- Coordinating the formation of cross-school collaborative professional learning teams; and
- Supporting collaborative professional learning teams; and
- Monitoring implementation throughout the district.

Building capacity

When professional development efforts move from the district office to the school and become more collaborative, the decisions central office has made about the design and implementation of professional development now rests in the hands of teachers and principals. Their success, however, in making sound decisions depends largely on how well the central office prepares school staff to make these decisions.

Central office staff is responsible for helping school staff members understand the standards for professional development and district and state requirements for professional development. They might use the Backmapping Model (Killion, 2002a,

2002b) to assist school staff members in understanding how to develop both school- and team-based professional learning and expand teacher leaders' and principals' understanding of high-quality professional development (Backmapping Models can be found in Chapter 2 of this toolkit). The Backmapping Model presents a process to ensure that professional development is aligned with the school's goals for student achievement. While some teachers may opt to learn outside the school because their collaborative team exists elsewhere, their primary responsibility is on improving learning in their own school. Central office staff can take an active role in helping school staff implement this process to ensure that their learning team's work focuses directly on student learning.

Because school-based collaborative professional development requires knowledge and skills that may not be present at the school, central office can provide opportunities for teacher leaders, especially department chairs, team, or grade-level chairs, or others to participate in leadership training that would prepare them to lead collaborative learning communities within in their schools. Central office staff can work with principals to identify potential candidates among teachers who can serve as leaders among their peers. These learning experiences would help teacher leaders gain the capacity to facilitate learning teams, hold effective meetings, manage multiple priorities, and plan effective learning among their colleagues.

The transfer of knowledge and skill from a few people to a broader group increases the likelihood that more educators will take responsibility for ensuring high-quality professional development occurs and for linking professional development to the needs of students. The transfer of knowledge can happen in a variety of ways. One is by training a team of teacher leaders and administrators at each school in the standards and the professional development planning, design, and evaluation process.

Central office can also facilitate professional development planning, design, implementation, and evaluation process at school sites with a local co-facilitator.

This facilitator works alongside the central office staff member to learn about critical decision areas and how to lead decisions about professional development at the school.

The more broadly the knowledge is shared, the more likely teachers and principals will be confident and successful in examining the adult learning needs within their school. If those making the decisions about professional development have limited understanding and experience with high-quality professional development, their decisions will reflect the forms of professional learning with which they are most familiar. As a result, they may continue to see limited impact of professional learning on teaching and student learning.

Provide research and model best practices

When professional development experiences move to the school site, central office staff members play a significant role in providing research and modeling best practices. When school staff experience powerful forms of professional development and see examples of different approaches to learning, they will become more familiar with alternatives to consultant-driven training. District staff can engage school professional development committee members in learning about multiple designs for professional learning (Note: In this toolkit: Chapter 3: Effective Professional Development describes multiple professional development approaches).

Compiling and disseminating research and resources about professional development to teacher leaders and principals at schools are other ways central office staff can significantly impact the quality of school-based decisions about professional development. Summarizing or sending articles, policy papers, studies, or examples about best practices can increase the likelihood that school staff members will have foundational information upon which to make local decisions about professional development. Districts can create web-based resources that link schools to other high-quality resources about professional development, ensure that school leaders know how to access

web-based sites that address professional development designs, curriculum content standards, and clearinghouses of research-based practices.

Allocating resources

Districts can help schools be successful with collaborative professional development if they advocate for the time and fiscal resources to support this form of adult learning. Time is an invaluable resource. (Note: In this toolkit: Chapter 4: Scheduling Time for Professional Development describes multiple strategies for structuring time for professional development).

The central office has responsibility to work through the school board to build a communitywide value and support for professional learning. That includes developing support for the time that is required for teams to work together. Parents want their children to have the most qualified teachers possible. Achieving that outcome requires the continuous development of teachers. District staff can prepare teachers to talk about their professional development within the community to build support for and understanding of the value of professional development for teachers.

Districts can form teams charged with examining those policies, administrative procedures, practices, resources, and schedules that impact professional development to ensure that they support school-based professional development. Districts can help schools revamp daily schedules to include time for professional learning. Districts can ensure that schools receive appropriate budget allocations to support high-quality professional development.

A significant portion of the district's responsibility in this area relates to supporting the school-based Professional Development Committee or School Improvement Committee. The district's professional development plan reflects how the district will support individual school's professional development plans. The district's plan looks like an inverted triangle (see Figure 1 above) demonstrating how it emerges from the plans for individual schools rather than dictating the professional development schools will have.

This change from district-driven professional development to school-based professional development is not one that will occur overnight. District office staff has a tremendous responsibility to prepare school teams to design, implement, and evaluate effective professional learning aligned to district and school goals. Districts will transform their services and responsibilities to support school-based professional learning while maintaining alignment and focus on district priorities and goals. Rather than being a top-down or one-size-fits-all approach to professional development, school-based professional development looks at the unique

figure |2|

Turning planning upside down
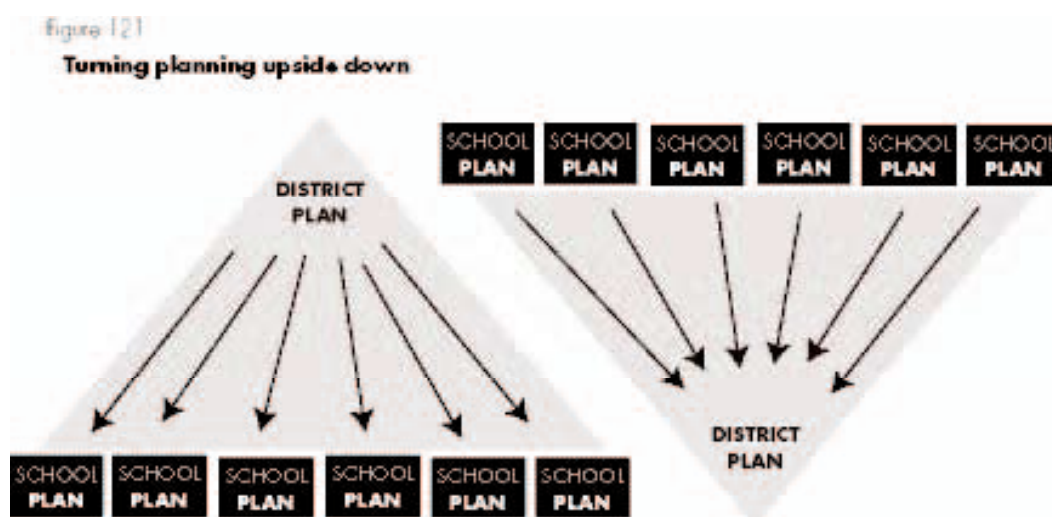
needs of each school and its students, staff, and community and responds to those differences. The work of the central office staff expands from organizing a few inservice days for the entire district to ensuring a comprehensive system of professional learning for every teacher aligned with the identified needs of each school.

Coordinate between and among schools

An essential central office function for supporting professional learning at schools is coordinating efforts between and among schools. As central office staff review each school's professional development plan, they will want to determine the strength of the plan, whether the school has allocated appropriate resources to the plan, whether the plan meets the professional development standards, and whether the school's professional development plan aligns with the school's and district's improvement goals.

Because school-based collaborative professional learning focuses on the needs of an individual school, schools often do not know about other schools in the district that are working on similar areas of improvement. Bringing common goals to the attention of all schools working on that goal can increase the potential for collaboration among schools and increase the benefit for any one school.

Central office staff might also find that they can streamline their support by serving schools clustered together by professional development goals rather than trying to do so one-by-one. Schools could also review each other's plans as a way to improve the professional development practices of each school.

One additional aspect of central office staff's role is identifying and broadcasting successful practices within the district. Individual schools will benefit from opportunities to benchmark their professional development plans against other schools within the district and beyond. They will appreciate knowing about professional development in other schools so they can learn from others.

Coordinate teams

Sometimes teachers will not have colleagues at their school who teach the same content they do. As a result, they will not have a natural team in their own school. This occurs for teaching staff such as counselors, librarians, nurses, and others. When this occurs, there are several opportunities to create cross-school teams, district teams, interdisciplinary teams, and related content area teams within a school. For example, teachers in the world languages and social studies departments along with English as a Second Language teachers may form a collaborative team focused on developing global citizens. Counselors, nurses, health and physical education teachers may collaborate on ways to improve students' physical health and emotional well-being. In another example, librarians from schools throughout a district may form a collaborative professional learning team to identify how to support classroom reading instruction within their library programs. Organizing interschool visitations within the district or across districts is a way central office can foster collaboration for those educators who are not members of an in-school collaborative professional learning team.

Central office staff members work with principals to identify those staff members who may benefit from cross-school, cross-discipline, or cross-district teams. By initiating and coordinating cross-school, districtwide teams or even regionwide teams, central office staff members ensure that every professional is involved in one or more collaborative professional learning teams that focus on student success, core curriculum content standards, assessment, and instruction. This type of professional interaction is often necessary in rural districts with small schools.

Supporting schools' efforts

By charting the schools and looking at a synthesis of their professional development intentions, central office staff members can quickly see where the clusters are and plan accordingly to provide the necessary support.

Central office can then determine its course of action by asking schools these questions:

- If a school's or cluster of schools' goal is X, how does central office help them achieve this goal? What essential support services, resources, assistance, etc., do they need to be successful? What kind of differentiated support might the cluster of schools need?
- What type of systemic support and systemwide changes are necessary so each school successfully achieves its goals?
- How do we help schools know about and access district resources to meet their goals?
- How do school goals align with district priorities?

Monitoring implementation

Another essential role for central office is to hold schools accountable for their professional development plans. By meeting quarterly or semi-annually with school leadership teams and reviewing evidence of progress toward their professional development goal, central office staff can help schools maintain a focus on results and not the provision of services. By keeping the focus on results and asking schools to use data to review their progress, schools will be able to celebrate their successes along the way and alter their course of action when necessary.

School visits can be opportunities for learning among team members. They can be a form of classroom walk-through, a form of brief observation designed to gather data and to encourage reflection. One or more central office staff members or teams that include principals and teacher leaders from other schools can conduct monitoring visits. Monitoring visits that include debriefing sessions with the school's professional development team, leadership team, and/or whole faculty offer support, feedback, and the perspective of critical friends to help the school stay the course. The use of data from multiple sources is important in monitoring visits so that facts — and not opinions and preferences— guide the discussion and serve as the basis for identifying successes and selecting modifications. When such data are used, decisions are likely to be more objective than subjective.

The role of central office staff members does not diminish when a school district transforms professional development from a centralized function to one that is school-based and that fosters collaboration among teachers about the real work of teaching. In fact, their role expands as they become learning leaders who facilitate school-based decisions about professional development to meet the unique and pressing needs of individual schools.

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SEVEN CENTRAL OFFICE RESPONSIBILITIES: WALL CHART

1. Building capacity of principal and school personnel to plan, design, and implement job-embedded professional development

Always	Frequently	Sometimes	Seldom	Never

2A. Compiling and disseminating research and resources about professional development

Always	Frequently	Sometimes	Seldom	Never

2B. Modeling best practices in professional development

Always	Frequently	Sometimes	Seldom	Never

3. Allocating resources to support collaborative professional learning and job-embedded practices, including time, fiscal resources, schedules

Always	Frequently	Sometimes	Seldom	Never

4. Coordinating between and among schools

Always	Frequently	Sometimes	Seldom	Never

5. Coordinating teams; creating cross-school, district, and interdisciplinary teams

Always	Frequently	Sometimes	Seldom	Never

6. Supporting schools' efforts with services, resources, technical assistance

Always	Frequently	Sometimes	Seldom	Never

7. Monitoring implementation of school-based programs and goals

Always	Frequently	Sometimes	Seldom	Never

Activity 3: New practices for central office staff

THE LEARNING SYSTEM ARTICLES AND DISCUSSION PROTOCOLS

Purpose: Provide additional information about central office's role in supporting professional learning

Materials: Discussion protocols and one article for each person

Time: 45 minutes to an hour per article

DIRECTIONS:

1. Select an article from among the resources in these materials or find an article from among those listed on the resource chart. Decide which articles address central office staff's area of greatest need. These needs are identified, in part, through Activity 2.

2. Select one of the protocols from these materials to use with the identified articles. Use varied protocols in order to familiarize central office staff with the discussion protocols so they can help school staff use them and build collaborative relationships among central office staff.

3. After using the protocol, have the group discuss implications, impact, and actions needed.

Discussion protocols: 4-Square discussion

Purpose: To promote deeper understanding and next action thinking among central office staff and/or school personnel about the central office's role in supporting effective professional learning using articles from *The Learning System* newsletter.

Materials: Copies of an article, 4-Square Reflections sheet.

Time: Approximately 20-30 minutes per article (less time if reading is assigned to be completed before the meeting).

DIRECTIONS:

1. Decide which article to use for a group discussion. Refer to the chart on p. 69 for ideas.

2. Ask each person to read the article and to use the 4-Square Reflections sheet to record his/her thoughts in preparation for a conversation with peers.

3. Create small groups of four.

4. Ask that each person in the small group to take a turn sharing what he/she wrote in one quadrant of the grid, with the group focusing on a single square at a time.

5. As a group, complete the "Culminating Reflection" chart.

Source: Adapted from "Defining effective professional learning," *T3,* Feb. 2009, p. 4

4-Square Reflections

Ideas that were new for me	Information that affirms my current actions

Questions I want to ask the author	Actions I will take next

Culminating Reflection

HERE'S WHAT	SO WHAT?	NOW WHAT?
What did you learn? What was the key information? Describe the needed strategies or action.	*What are the implications of the information or strategies?*	*What actions do you need to take next? What will you **stop** doing, what will you **continue** doing, and what will you **start** doing?*

Additional protocols

1. JIGSAW READING

This protocol provides a way for staff to learn new content from their colleagues. It involves dividing an article into sections, working in a small group of people who have read the same material to prepare key ideas, and teaching one's section to others. The protocol can be accessed at **www.nsdc.org**, *The Learning System*, April 2006, p. 4.

2. SAVE THE LAST WORD FOR ME

This protocol is a structured way for everyone to comment on the most important ideas from a common reading. The protocol can be accessed at **www.nsdc.org**, *The Learning System*, April 2006, p. 5.

3. WAGON WHEEL

This protocol stimulates thinking about a text and generates ideas for further action. Pairs discuss and summarize a reading in a rotating conversation. The protocol can be accessed at www.nsdc.org, *Tools for Schools,* Feb./March 2009, p. 4. It also can be retrieved from **www.nsrfharmony.org** under Protocols.

4. LEVELS OF TEXT

This short protocol is used to construct meaning, clarify, and expand thinking about a text. The protocol can be accessed at **www.nsdc.org**, *Tools for Schools*, Feb./March 2009, p. 5. It also can be retrieved from **www.nsrfharmony.org** under Text-based Protocols.

NSDC articles

The chart below identifies how articles align with the nine planning components outlined in Part I of this packet. The results from Activity 2 will help you decide which articles to use. A second chart on p. 80 identifies other NSDC articles that can be used in addition to the ones that have been provided within these materials. They can be found at the NSDC web site, **www.nsdc.org**. *The Learning System* is an NSDC newsletter.

ARTICLES	PLANNING COMPONENT								
	1: Align with NSDC's Standards	2: Student data	3: Educator data	4: Student goals	5: Educator goals	6: Research-based	7: Job-embedded	8: Timeline	9: Impact
'Letting go' is essential for growth	✓								
A data dilemma		✓	✓	✓					
The numbers game: Measure progress by analyzing data		✓		✓	✓				
Increase the capacity of the system	✓						✓		
Make staff development pay off									✓
Navigate the fluctuating undercurrents of change			✓						
Research can build optimism about change						✓			

Hayes Mizell
is NSDC's
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Senior Fellow

"Letting go" means school system leaders accept and shape new responsibilities, as well as empower educators at the school level.

'Letting go' is essential for growth

One challenging aspect of bringing NSDC's goal to fruition is "letting go." This phrase from psychological literature refers to not hanging on to relationships and feelings that have changed or ended. When a child enters adulthood, parents must "let go" or the young person will not become independent. When a marriage ends in divorce, each partner must "let go" before it is possible to develop a new relationship. When a person loses a loved one, "letting go" is the final step of grieving.

School systems must also "let go" in order to enable all teachers in all schools to experience high-quality professional learning as part of their daily work. Many systems have long decided what educators learn and when and how they should learn it. The system would decide, for example, to embrace a new curriculum and soon thereafter teachers would attend "training" to learn the curriculum and how to adapt their instruction. When a new superintendent took office, a new curricular or instructional initiative would follow. Each time, staff development would be key to the implementation.

For school systems to shift towards daily school-based professional learning, superintendents must "let go." They cannot hold onto their control of staff development and simultaneously embrace the new paradigm. School system leaders have a choice. They can expect and support teams of teachers in each school to collaborate in learning how to more effectively improve student performance, or central office can continue to drive professional development. The former is by far the better choice because there is little or no evidence the latter approach has improved student achievement.

Letting go is never easy. Familiar patterns are comfortable and secure. School system leaders may worry that school-based educators won't take professional learning responsibilities seriously or may abuse time provided for this purpose. But, accountability is an important element in public education and it should be no less so for school-based professional learning. School systems must know whether, how, and with what result educators in each school are learning together, and applying their learning to benefit students. School systems will want to understand how professional learning is working in each school, what problems occur, and what support will make it more effective. "Letting go" does not mean abdicating system leadership and support. These are all the more important to ensure the new approach to professional learning positively impacts educators and students.

As school systems transition to the new paradigm, a central office leader critical to its success is the person currently responsible for professional development. This person's job may include developing a catalog of staff development offerings, providing training, and planning professional development days. These roles should rapidly wither as the leader assists schools in launching school-based professional learning, monitors its implementation, identifies and helps resolve impediments, develops evaluation methodologies, and documents and reports on results manifest in classrooms. "Letting go" means system leaders accept and shape new responsibilities, as well as empower educators at the school level.

"Letting go," then, is characterized not only by releasing the system's grip on longstanding but ineffective methods of staff development. "Letting go" also requires moving towards growth and greater productivity. System leaders must meet this challenge to reap the benefits of all teachers in all schools experiencing high-quality professional learning as part of their daily work.

A data dilemma

I n a conversation about effective professional development, the focus turned to using data to make decisions about student and adult learning needs and goals. One central office administrator, who was in charge of data for his system, admitted that he had learned a difficult lesson. With the best of intentions, he did all the work of "crunching" the numbers for each school staff and administration. He felt that they did not have the time nor the training to do that analysis; further, he felt it was his responsibility. But, he discovered that while staff appreciated his efforts, it was too easy for them to put the results on the shelf and continue their work unaffected by the results. He declared that if you want educators to use data, they also had to learn how to **analyze** the data for themselves.

Central office staff members, therefore, should **provide opportunities for administrators and teachers to learn how to use data for instructional decision making** (Roy & Hord, 2003, p. 129). These opportunities are the kind of critical assistance and support that central office staff need to provide to each school within their system. A first step is that all central office staff members (not just the staff development director) need to **expect all staff to know how and to use data for instructional decision making**. These decisions include professional development needs but also daily, classroom-based instructional decisions such as whether students grasped the important concepts of the lesson, which students need to participate in a reteaching of the material, and which students are ready for more challenging work. Principals need to use student

Data Driven:
Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

data to determine whether grade-level cohorts are making progress toward benchmark goals or to identify students who need additional support and assistance. Many schools create data walls that indicate where each student is currently performing on a variety of learning goals and also provide space to show individual progress. Discussions by grade-level or content-area staff take place in this environment to remind educators that their plans and discussions affect students every day.

Secondly, central office staff need to **provide opportunities for teachers and administrators to acquire the knowledge and skills necessary to learn to analyze student data for instructional decision making**. Instructional data has become more widely available as well as more complex and varied. The necessary knowledge and skills range from being able to interpret standardized achievement tests to understanding how to create and use rubrics appropriately. Many forms of job-embedded professional development focus on analyzing student work; therefore, educators need the ability to analyze performance assessment data and provide feedback on instruction.

School staffs will use data to improve their performance when the central office staff provide opportunities for faculty and administrators to learn the necessary knowledge and skills to analyze data effectively.

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Pat Roy is co-author of *Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations* (NSDC, 2003)

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The Numbers Game

Measure progress by analyzing data

By Joan Richardson

If a district or a single school has a vision of what it wants to be, the use of data can be a powerful tool to measure its progress along the way.

Sylvie Hale has seen the power of using data in that way. "Schools have to collect data to make sure they're on target. Data do not lie,'' she said.

Ask Hale, senior research associate at West Ed, for an example of how using data guided a school to fulfill its vision and she's ready with a handful of stories. This is one of her favorites:

A rural California school district had a goal of ensuring that all children would read at grade level by 3rd grade. Teachers in one school were quite discouraged because many 1st and 2nd graders were reading below grade level. How could they meet the district goal if children were falling behind so early?

Teachers quickly decided that the school needed a new reading program.

Hale and other consultants from a regional assistance center urged the school to look over its data very closely. Perhaps the school would discover that the curriculum wasn't the only reason students were struggling with reading.

After receiving some preliminary school data, teachers discovered that a majority of kindergartners had been absent for more than half the year. That must mean that parents don't care enough about education to get them to school, teachers concluded.

The consultants pushed them to look at other possible explanations for missing school.

The teachers talked with parents of students with high absenteeism and learned that these children rode a bus to school but that the district provided no bus transportation to take them home at the end of their half-day in school. The buses were needed to transport high school students and the district did not want to mix high schoolers with kindergartners. Working parents or parents who relied on others for after-school transportation frequently kept children home rather than deal with the transportation hassle.

Clearly, the reading curriculum was not at fault. When providing transportation for these kindergartners turned out to be financially unfeasible, the teachers explored other options.

By the next school year, the school created an

Using Data

Tools For Schools

Measure progress by analyzing data

Continued from Page One

extended day kindergarten. Money for a remedial reading program was diverted to pay for extra teacher hours. At last report, the reading of these students was improving.

What's the lesson? "Check your assumptions at the door,'' said Hale.

"I don't think that's an uncommon story. We all make quick assumptions. Instead, we need to look at data, generate questions and find answers. Data keep you honest," she said.

A DATA PLAN

Let's assume that district's vision includes a statement that all children will read at grade level by 3rd grade and remain at grade level every year thereafter. How could you use data to measure your progress towards achieving that vision?

1 **Collect basic information.** Every school should maintain basic data on student demographics and achievement. See the Student Data Checklist on Page 3 for a guide to collecting information that will give you a snapshot of students in your school.

Break down this information by grade. Keep the original data available so you can cross-reference it with other data in later steps.

2 **Identify additional data.** To check on students' reading ability in your school, what data will you need to collect?

To measure academic performance, a school would probably collect, at a minimum, standardized test scores, grades, and classroom assessments. You should always collect at least three types of data for any study.

Identify who will be responsible for collecting this data and set a date for finishing this task.

3 **Disaggregate the data.** Assemble the academic performance data and disaggregate it according to the characteristics collected under Step One. At a minimum, you should break down each type of data by gender, race, socio-economic factors, attendance, mobility, discipline issues, and English language ability.

Use the Data Summary Sheet on Page 5 for this process. Prepare one sheet for each type of data you collect.

4 **Analyze the data.** After you've filled out the Data Summary Sheets, begin to ask questions about that data.

What is the lowest performing group? What is the highest performing group? Are boys and girls performing equally well in reading? Are there dips in reading achievement between different grades? If so, which grades? What are the reading levels of various language groups? Do different socio-economic groups have different reading levels? Are reading levels similar between various racial and ethnic groups?

5 **Summarize the data.** Describe in a statement what the data tells you. These statements can be called either data summary statements or needs statements. See sample statements on Page 4.

In this step, the school team is trying to identify the problem, not solve it. This forces individuals to spell out what they see and not fall back on assumptions, Hale said. Write one statement or write a dozen summary statements, depending on your observations.

At this stage, avoid the urge to brainstorm solutions. That step will come later. For now, concentrate on simply describing your observations.

6 **Brainstorm causes.** Once a school team has objectively evaluated the data, the next step is to suggest possible explanations.

What's going on instructionally? What's going on with the curriculum? Where are the gaps? Why do these gaps exist?

"If you're not getting the results you want, there's dissonance someplace. Where is the dissonance?'' Hale asks.

For example, a staff may suggest that the curriculum is not aligned with the assessment or that teachers lack sufficient training to implement the curriculum appropriately.

7 **Collect more data.** After the team has suggested explanations for blips in the data, the next step is to collect more data to determine which explanations are most accurate.

For example, if the team hypothesizes that the curriculum has not been implemented completely, the team might survey teachers about their practices as well as observe relevant classes.

8 **Analyze and summarize data.** As it did with the student data, the team now analyzes the data it has collected regarding instruction and curriculum.

The team repeats the process of writing objective statements about the data it has collected.

9 **Identify a goal.** After the data has been analyzed and summarized, the team now needs to identify its goals. See Page 6 for a tool to help with this.

Write a specific, measurable and attainable goal. What would you consider success? How will you measure that? When will you measure that?

10 **Repeat the process.** Once the goal has been identified, the process has not ended. The team needs to establish a timetable for repeating the process of collecting and analyzing the data. This forces the team to stay focused on measuring its progress.

But Hale cautions teams against focusing too narrowly on certain areas because of the potential to ignore other areas. "You have to collect data to make sure you're on target but you also have to look at data to make sure other things aren't falling through the cracks,'' Hale said.

"Data collection and analysis is a continuing process. It never ends. Once you begin asking questions and looking for answers, you find that you have more answers and more questions,'' Hale said.

October/November 2000

Student data checklist

STUDENT DATA CHECKLIST	GRADE LEVEL				
ENROLLMENT					
Total number of registered students.					
Number of students in special programs (e.g., Title 1, LEP, gifted and talented) broken down by category.					
Number of students broken down by ethnicity, language group or other meaningful categories.					
DAILY ATTENDANCE					
Average daily attendance of students by grade, grade span, whole school, or other enrollment category.					
Percent of students tardy for classes.					
Number of students who have been absent from school 21 days or more.					
MOBILITY/STABILITY					
Mobility rate: percent of children who move in and out of a school during a year.					
Stability rate: the percent of students who remain in the same building for the entire year.					
SOCIOECONOMIC STATUS (SES)					
Percent of students receiving free or reduced-price lunch.					
Average level of parents' education and/or household income.					
Unemployment rates in the attendance area.					
STUDENT BEHAVIOR					
Number or percentage of discipline referrals or incidents.					
Number or percentage of student suspensions and expulsions.					
Frequency of gang-related, substance abuse, or other at-risk behavior.					
LIMITED ENGLISH PROFICIENCY					
Percent of students with limited English proficiency.					
Percent of families who speak English as a second language.					

October/November 2000

Tools For Schools

Moving from needs to goals

Comments to the facilitator: This activity will aid you in developing goals based on your identified needs.

Materials: Poster paper, sentence strips, masking tape, markers. The list of data summary statements developed using the Crafting Data Summary Statements tool on Page 4 or other method.

Preparation: Prepare a sheet of poster paper with your vision and post that in the room where you are working. Write each data summary statement on a separate sentence strip and post on the wall. Write the model statements listed below on chart paper and be prepared to post those on the wall as you begin your work.

Directions

1. Depending on the size of the group and the number of data summary statements, the facilitator may want to break a larger group into several smaller groups of three or four persons.

2. Each group should transform one statement into a student/program goal. The group should include an objective, outcome indicator, baseline, timeframe, target standard or performance, and target instructional practice. Refer to your vision often as you write these goals.

STUDENT GOAL MODEL

Students in grades 2 through 5 will <u>OBJECTIVE</u> as measured by <u>OUTCOME INDICATOR.</u> Current results indicate that <u>BASELINE.</u> At the end of <u>TIME FRAME,</u> students in these grades will perform at <u>TARGET STANDARD OR PERFORMANCE,</u> and at the end of two years, they will perform at <u>TARGET STANDARD OR PERFORMANCE.</u>

EXAMPLE

Data summary statement: Most of our upper-elementary students are under-performing in language arts.

Student goal: Our upper-elementary students will improve their language arts skills (OBJECTIVE) as measured by the district assessment and standardized test (OUTCOME INDICATOR). Current results indicate that 67% of students in grades 4-6 are "below proficient" (BASELINE). By spring 2001 (TIMEFRAME), 25% of students currently under-achieving in language arts — particularly those in upper elementary — will improve their literacy skills by moving from "below proficient" to "proficient" (TARGET STANDARD OR PERFORMANCE).

PROGRAM GOAL MODEL

Current records show that <u>BASELINE</u> teachers participated in professional development activities offered by our school this year. By <u>TIMEFRAME,</u> our school will <u>OBJECTIVE</u> as measured by <u>OUTCOME INDICATOR.</u> As a result, teachers will offer <u>TARGET INSTRUCTIONAL PRACTICE</u> to these students. At the end of the second year, staff will <u>OBJECTIVE</u> as measured by <u>OUTCOME INDICATOR.</u> As a result, students will perform at <u>TARGET STANDARD OR PERFORMANCE.</u>

EXAMPLE

Data summary statement: Our lowest-performing students in language arts are African-American, particularly males.

Program goal: By the end of the 2000-2001 school year (TIMEFRAME), all staff will have learned about effective instructional practices that accelerate the academic achievement of African-American males (OBJECTIVE). Currently, only 5% of staff have these skills (BASELINE). The following year (TIMEFRAME), all staff will have implemented new strategies (TARGET INSTRUCTIONAL PRACTICE) as measured by peer coaching and classroom observations (OUTCOME INDICATOR).

October/November 2000

Increase the capacity of the system

Pat Roy is co-author of *Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations* (NSDC, 2003)

One of the underlying assumptions inherent in NSDC's Standards for Staff Development is that the school is the center of change (Sparks, 2002). In other words, the school — not the district — needs to be in control of the change process. Marzano (2003) agrees with this finding and advocates that "the school (as opposed to the district) is the proper focus for reform. Indeed, this is a consistent conclusion in the research literature" (p. 10).

As a result, the role of the central office staff becomes one of support and assistance to school staff rather than identifying programs and strategies that all schools are required to implement. This statement should not be misinterpreted to mean that district-level staff perform *no* role in school-level change. Fullan and Stiegelbauer (1991) believe that the "district administrator's task is to increase the basic capacity of the system to manage change effectively" (p. 191).

According to an Innovation Configuration map for the standards (Roy & Hord, 2003), central office staff members (not just the director of staff development) should **prepare administrators and teachers to design effective professional learning experiences.** One of the supports that school administrators and staffs require is to learn about an array of professional development strategies and the major purposes each of those strategies can accomplish. For example, workshops can be an efficient model for communicating information about new practices. Workshops, however, demonstrate little impact on the implementation of new practices — peer coaching is effective for that outcome.

Central office staff **provide learning experiences for administrators and teachers to design and use formal professional development models.** Sparks and Loucks-Horsley (1990) identified five formal models of professional development as 1) individually guided, 2) observation-assessment, 3) school improvement/curriculum improvement, 4) inquiry, and 5) training. Each of these models has a strong research base and clear outcomes. The essential components and uses are described. This work established that there were alternatives to the predominant model of staff development — the workshop.

In addition, central office staff may **help administrators and teachers learn how to design and use job-embedded models of professional learning.**

Recently, Easton (2004) compiled descriptions of 21 job-embedded professional development designs. Included in each description are the rationale, steps, and purposes of each design. There is also a valuable matrix that identifies the multiple purposes of each design. For example, Critical Friends Groups are:
- Particularly helpful in creating a learning community;
- Focused on pedagogy and teaching;
- Involved with looking at student work or students; and
- Good for problem solving.

When the focus of each school's professional development has been determined, central office staff can **provide design options to principals and teacher leaders for accomplishing their goals.**

One way central office staff members can increase the capacity of the system to manage change is to assist schools to personalize their staff development activities.

> **DESIGN**
>
> Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

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Make staff development pay off

Not long ago, a report to the school board concerning professional development consisted primarily of the number of hours, number of teachers, and number of courses offered. These reports documented *activity* rather than *impact*. The thickness of the course catalog seemed to be the strongest measure of a successful program. Reporting on results was not even attempted nor requested. That reality is slowly changing. Now, many school boards are asking whether their investment in professional development is paying off in improved classroom practices, deeper content knowledge for teachers and students, and improvements in student learning.

One of the underlying assumptions in NSDC's Standards for Staff Development is that the school is the center of change (Sparks, 2002). Reporting on the results of staff development, then, requires that central office staff **develop the capacity of school-based leaders to conduct evaluations of school-based professional development** (Roy & Hord, 2003, p. 132). To accomplish this outcome, central office staff members **provide learning experiences about the development of evaluation question(s)** that focus on **the impact on student achievement**. The ultimate goal of professional development is enhanced student learning and that goal should be reflected in evaluation questions.

School-based leaders also need to use **multiple data sources** and **data collection methodology.** While data on student learning is essential, school-based leaders also will want to be comfortable using and analyzing surveys, interviews,

> **Evaluation**:
> Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

focus groups, walk-through observations, and Innovation Configuration maps that help monitor implementation and collect formative evaluation data, which leads to program improvements.

Central office staff also need to provide learning experiences for school-based leaders about **data analysis and interpretation processes**. The variety of evaluation data collected will include both qualitative as well as quantitative information. School-based staff need to be comfortable with the analysis and interpretation processes for both types of data.

Central office and school-based staff also need to be knowledgeable about **dissemination strategies.** There are a variety of report formats and ways to share the results with different types of audiences. Central office staff may request written reports from schools while school board members may only require an executive summary and teachers a short PowerPoint™ presentation. The community may want a short summary that could be published on a web site or in a school newsletter.

As budgets become strained and expenditures questioned, it is critical that central office staff prepare school-based leaders to collect and analyze information that demonstrates the impact of professional development on student learning. The return on investment will come full circle and also help staff members understand that their investment of time and energy has returned a benefit to their students — the very reason why teachers value professional development.

> **Learn more about NSDC's standards:**
> **www.nsdc.org/standards/index.cfm.**

Pat Roy is co-author of *Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations* (NSDC, 2003)

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Navigate the fluctuating undercurrents of change

Why would I intentionally ask teachers about their concerns? I hear enough of them as it is! I overheard a district administrator make this comment recently as I worked with central office staff in Arkansas. The statement summed up what many others think when first exposed to the Concerns-Based Adoption Model (CBAM) developed by a team of researchers at Southwest Educational Development Laboratory (Hall & Hord, 2005). But the concerns this administrator was used to are **not** the same kind focused on in CBAM.

CBAM resulted from exploring how teachers responded when new innovations were introduced and defines concerns as each individual's feelings and perceptions about the use of an innovation. In their study and research, Hord and Hall found patterns of concerns and identified strategies to address the needs expressed, resolve issues inherent in each stage, and support educators in taking the next step in implementing new classroom strategies.

Hord and Hall describe seven stages of concern. The first three stages focus on *self* concerns — describing how the new practice impacts the individual. The second category of concerns focuses on managing new classroom processes or procedures — on the how-to's, as well as efficiency and productivity. The last set of concerns focuses on the impact or results for students and colleagues.

Many teachers, when asked about using a specific instructional practice such as differentiated instruction or about participating in learning teams, comment that there is not enough time to accomplish everything that the new practice requires. Using CBAM as a lens, this comment would be classified as a *management* concern. Management focuses on the processes and procedures involved

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.

in implementing an innovation. Educators' primary concern at this stage is time demands.

CBAM also lists possible interventions to resolve the major issues inherent in each stage. For example, interventions for the management stage include:

- Clarify the steps and components of the innovation. Information from an innovation configuration will be helpful here to describe steps and components.
- Provide answers that address the small, specific "how-to" issues that cause management concerns.
- Demonstrate exact and practical solutions to the logistical problems that contribute to concerns.
- Help teachers sequence specific activities and set timelines for accomplishing these activities.
- Attend to the immediate demands of the innovation, not what could be in the future. (Hord, Rutherford, Huling, & Hall, 2006, p. 45).

CBAM is a tool that central office staff can **use to identify teacher feelings and concerns as one of several factors when designing professional learning experiences** (Roy & Hord, 2003, p. 145). Learning to use CBAM helps central office staff learn to constructively **solicit teacher and administrator feelings and concerns about implementing new practices and learn to design staff development to address and resolve those concerns**. Resolving implementation issues supports teachers in their use of new practices. A single professional development event, no matter how well designed and executed, is not sufficient to cause a majority of staff to change their daily practices immediately or effectively. Change takes time; CBAM can help central office staff navigate the fluctuating undercurrents of change and support educators in using new practices.

Pat Roy is co-author of *Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations* (NSDC, 2003).

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Roy, P. & Hord, S. (2003). *Moving NSDC's staff development standards into practice: Innovation configurations.* Oxford, OH: National Staff Development Council.

Research can build optimism about change

I've seen thoughtful and dynamic central office staff spend grueling hours reading research, examining evidence of program impact, and identifying best practices that show great promise in addressing nagging school and district problems related to student learning. The research they have read and analyzed is extensive, thorough, and undeniable. After months of work, they select a new initiative because of its grounding in research.

But when they introduce this new initiative to principals, staff, and stakeholders, a hue and cry arises from these groups. These groups criticize the decision, argue the usefulness, and the question the validity of the choice. This often happens because the critics have not benefited from reading the same research, conducting the same analysis, and arguing the pros and cons of different approaches. They see only the results and have not developed their own rationale for the choice. One solution to this frequent dilemma is for central office staff to **provide experiences for teachers and administrators to learn to use educational research effectively** (Roy & Hord, 2003, p. 136). Central office staff need to build the capacity of all educators to use educational research effectively — especially in connection with identifying and implementing improvement efforts. The research provides the rationale for selecting new practices and procedures that are needed in order to promote high levels of learning for all students. When teacher and administrator involvement is skipped, improvement efforts can be viewed as random and capricious rather than reasoned and essential.

Research-Based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Teachers, administrators, school and district professional development committees, and school improvement committee members all need to develop the skills for collecting, analyzing, and evaluating appropriate research. Each of these groups is involved in making a variety of decisions involved in improvement efforts.

Helping educators use research for educational decisions has resulted in the development of many web-based, research clearinghouses. These clearinghouses help provide educators with information to make instructional choices guided by the best available scientific research. For example, the What Works Clearinghouse collects, screens, and identifies studies of educational interventions for programs such as beginning reading, dropout prevention, elementary school math, and English language learners (www.whatworks.ed.gov). These clearinghouses take much of the drudgery out of collecting research and allow staff to use research rather than search for it.

In an assessment about the quality of improvement efforts, Kanter suggests that there will be more commitment to improvement efforts when:
• Plans for change have been thoroughly discussed and reviewed by those who will be involved in the change process, and
• People are optimistic that this change will make things better for themselves and for the organization (2002).

I believe that these conditions can be attained by building teacher and administrator capacity to use research to make decisions concerning school and district improvement efforts.

Pat Roy is co-author of *Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations* (NSDC, 2003)

**Read more about NSDC's standards at www.nsdc.org/ standards/index. cfm.**

REFERENCES

Kanter, R.M. (2002). Are we making it easy for people to accept this change? *Change tool kit.* www.reinventing education.org.

Roy, P. & Hord, S. (2003). *Moving NSDC's staff development standards into practice: Innovation configurations, Volume I.* Oxford, OH: NSDC.

What Works Clearinghouse. www.whatworks. ed.gov.

ADDITIONAL ARTICLES ON NSDC'S WEB SITE*	PLANNING COMPONENT								
	1: Alignment with NSDC Standards	2: Student data	3: Educator data	4: Student goals	5: Educator goals	6: Research-based	7: Job-embedded	8: Timeline	9: Impact
Districts can make a difference (P. Roy, *The Learning System*, October 2007)						✓			
Everyone has a role in improving instruction [P. Roy, *The Learning System*, December/January 2007]	✓								
Make staff development pay off [P. Roy, *The Learning System*, September 2007]									✓
Model data-driven decisions at the system level [P. Roy, *The Learning System*, October 2005]		✓	✓	✓					
Navigate the fluctuating undercurrents of change [P. Roy, *The Learning System*, October 2008]			✓						
Principal development is Job One {P. Roy, *The Learning System*, December/January 2006]	✓						✓		
Staff development dividends [P. Roy, *The Learning System*, April 2007]							✓	✓	
Structure influences behavior [P. Roy, *The Learning System*, November 2008]							✓		
System leaders must know and develop others' knowledge [P. Roy, *The Learning System*, February 2009]	✓								
The on-ramp to building learning communities [P. Roy, *The Learning System*, April 2006]	✓						✓		
Understanding the change process key to changing practice [P. Roy, *The Learning System*, November 2005]								✓	
Urge principals and teachers to let student needs guide their own learning [H. Mizell, *The Learning System*, October 2005]			✓	✓	✓				
What evidence do you have? [P. Roy, *The Learning System*, September 2008]		✓	✓	✓					
What evidence do you have? [P. Roy, *The Learning System*, March 2007]		✓	✓	✓					

NSDC members can download articles from the website after entering the password. Nonmembers can purchase individual articles.
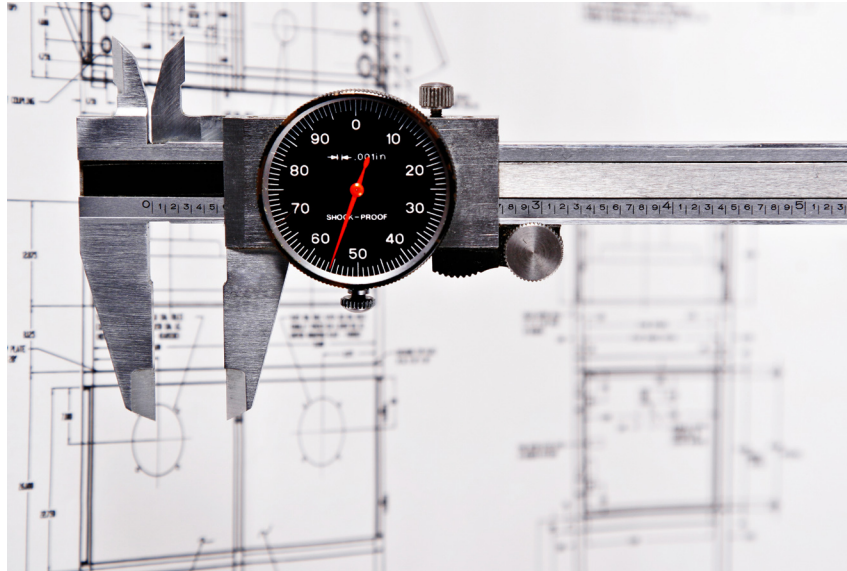
Diagnosing school readiness for effective school-based professional development

Diagnosing school readiness for effective school-based professional development

One of the purposes of NSDC's Standards for Staff Development is to help ensure that the time and money schools invest in professional development results in improved teacher and student learning. To put the standards into practice means that the entire system shares responsibility for educators' professional learning.

Those at the school level play a primary role in planning, designing, and implementing high-quality professional development. Central office staff also play an important role in supporting schools in this work. The district cannot abdicate responsibility and expect that schools will independently implement effective professional development. District office staff first need to determine the schools' capacity to plan and implement collaborative, job-embedded professional learning.

This section describes how to use the Standards Assessment Inventory (SAI) results to determine how ready the system is to implement effective professional development. Rather than using the entire SAI, the evaluation involves analyzing six standards that represent core issues connected to implementing the standards. The areas for evaluation (and section within the standards) are:

1. Learning Communities (Context)
2. Leadership (Context)
3. Resources (Context)
4. Data-Driven (Process)
5. Design (Process)
6. Collaboration (Process)

The next step is to use the action plan guides to determine what actions will enhance staff members' capacity to design and implement high-quality professional development.

MATERIALS (FROM THE SAI RESULTS PACKET):
- Details report
- Frequency Counts by Standard Question
- Standard Averages by School

DIRECTIONS:
1. From the Details report, record the district average for each question within the Learning Communities standard.
2. From the Frequency Counts by Standard Question report, record the percent of schools that reported at each value (never, seldom, sometimes, frequently, and always).
3. Compute the composite scores for categories by adding the percent of "never," "seldom," and "sometimes" for the category of **needs attention;** frequently for the **progressing** category; and "always" for **skilled**.
4. If the **needs attention** category computes as 50% or more, the district should address the issue described in the question.
5. If the **progressing** and **skilled** categories are 60% or more, determine which category has a higher percentage. If **progressing** is significantly larger than **skilled**, the issue addressed in the

question is *likely* an area of need.

6. Disaggregate the results and record information in the final column.

   a. If the **needs attention** category is the largest, use the Standard Averages by School report to determine how many elementary, middle, and high schools score between 0.0 and 2.0. Convert this number into a percentage for each school level.

   b. If the **progressing** category is the largest, use the Standard Averages by School report to determine how many elementary, middle, and high schools scored between 2.1 and 3.0. Convert this number into a percentage for each school level.

7. Record these numbers on the Diagnosing School Readiness poster (p. 90). Being able to see the whole picture can help the group determine specific areas of need or specific standards to address.

8. Use the Action Steps Worksheet to determine how current practices compare with desired actions. Identify next steps for each goal to build schools' capacity and readiness to plan and implement effective professional development.

9. Complete the Action Planning Tool (p. 109) to summarize tasks and identify results, responsibilities, deadlines, and needed resources.

Learning Communities standard

#9: The teachers in my school meet as a whole staff to discuss way to improve teaching and learning.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never _____% Seldom _____% Sometimes _____%	_____% *Needs attention*	Elementary	
Frequently _____%	_____% *Progressing*	Middle	
Always _____%	_____% *Skilled*	High school	
District average:			

#29: We observe each other's classroom instruction as one way to improve our teaching.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never _____% Seldom _____% Sometimes _____%	_____% *Needs attention*	Elementary	
Frequently _____%	_____% *Progressing*	Middle	
Always _____%	_____% *Skilled*	High school	
District average:			

#32: Beginning teachers have opportunities to work with more experienced teachers at our school.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never _____% Seldom _____% Sometimes _____%	_____% *Needs attention*	Elementary	
Frequently _____%	_____% *Progressing*	Middle	
Always _____%	_____% *Skilled*	High school	
District average:			

#34: We receive feedback from our colleagues about classroom practice.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never _____% Seldom _____% Sometimes _____%	_____% *Needs attention*	Elementary	
Frequently _____%	_____% *Progressing*	Middle	
Always _____%	_____% *Skilled*	High school	
District average:			

#56: Teachers examine student work with each other.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never _____% Seldom _____% Sometimes _____%	_____% *Needs attention*	Elementary	
Frequently _____%	_____% *Progressing*	Middle	
Always _____%	_____% *Skilled*	High school	
District average:			

Leadership standard

#1: Our principal believes teacher learning is essential for achieving our school goals.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never _____% Seldom _____% Sometimes _____%	_____% *Needs attention*	Elementary	
Frequently _____%	_____% *Progressing*	Middle	
Always _____%	_____% *Skilled*	High school	
District average:			

#10: Our principal's decisions on schoolwide issues and practices are influenced by faculty input.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never _____% Seldom _____% Sometimes _____%	_____% *Needs attention*	Elementary	
Frequently _____%	_____% *Progressing*	Middle	
Always _____%	_____% *Skilled*	High school	
District average:			

#18: Our principal is committed to providing teachers with opportunities to improve instruction (e.g. observations, feedback, collaborating with colleagues).

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never _____% Seldom _____% Sometimes _____%	_____% *Needs attention*	Elementary	
Frequently _____%	_____% *Progressing*	Middle	
Always _____%	_____% *Skilled*	High school	
District average:			

#45: Our principal fosters a school culture that is focused on instructional improvement.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never _____% Seldom _____% Sometimes _____%	_____% *Needs attention*	Elementary	
Frequently _____%	_____% *Progressing*	Middle	
Always _____%	_____% *Skilled*	High school	
District average:			

#48: I would use the word *empowering* to describe my principal.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never _____% Seldom _____% Sometimes _____%	_____% *Needs attention*	Elementary	
Frequently _____%	_____% *Progressing*	Middle	
Always _____%	_____% *Skilled*	High school	
District average:			

Resources standard

#2: Fellow teachers, trainers, facilitators, and/or consultants are available to help us implement neew instructional practices at our school.

% OF SCHOOL RESPONSES		COMPOSITE SCORES	DISAGGREGATE	
			#	%
Never _____% Seldom _____% Sometimes _____%		_____% *Needs attention*	Elementary	
Frequently _____%		_____% *Progressing*	Middle	
Always _____%		_____% *Skilled*	High school	
District average:				

#19: Substitutes are available to cover our classes when we observe each other's classes or engage in other professional development opportunities.

% OF SCHOOL RESPONSES		COMPOSITE SCORES	DISAGGREGATE	
			#	%
Never _____% Seldom _____% Sometimes _____%		_____% *Needs attention*	Elementary	
Frequently _____%		_____% *Progressing*	Middle	
Always _____%		_____% *Skilled*	High school	
District average:				

#49: School goals determine how resources are allocated.

% OF SCHOOL RESPONSES		COMPOSITE SCORES	DISAGGREGATE	
			#	%
Never _____% Seldom _____% Sometimes _____%		_____% *Needs attention*	Elementary	
Frequently _____%		_____% *Progressing*	Middle	
Always _____%		_____% *Skilled*	High school	
District average:				

#11: Teachers at our school have opportunities to learn how to use technology to enhance instruction.

% OF SCHOOL RESPONSES		COMPOSITE SCORES	DISAGGREGATE	
			#	%
Never _____% Seldom _____% Sometimes _____%		_____% *Needs attention*	Elementary	
Frequently _____%		_____% *Progressing*	Middle	
Always _____%		_____% *Skilled*	High school	
District average:				

#35: In our school, we find creative ways to expand human and material resources.

% OF SCHOOL RESPONSES		COMPOSITE SCORES	DISAGGREGATE	
			#	%
Never _____% Seldom _____% Sometimes _____%		_____% *Needs attention*	Elementary	
Frequently _____%		_____% *Progressing*	Middle	
Always _____%		_____% *Skilled*	High school	
District average:				

Data-Driven standard

#12: Teachers at our school learn how to use data to assess student learning needs.

% OF SCHOOL RESPONSES		COMPOSITE SCORES	DISAGGREGATE	
			#	%
Never	_____%	_____%	Elementary	
Seldom	_____%	*Needs*		
Sometimes	_____%	*attention*		
Frequently	_____%	_____%	Middle	
		Progressing		
Always	_____%	_____%	High school	
		Skilled		
District average:				

#39: Teachers use student data to plan professional development programs.

% OF SCHOOL RESPONSES		COMPOSITE SCORES	DISAGGREGATE	
			#	%
Never	_____%	_____%	Elementary	
Seldom	_____%	*Needs*		
Sometimes	_____%	*attention*		
Frequently	_____%	_____%	Middle	
		Progressing		
Always	_____%	_____%	High school	
		Skilled		
District average:				

#50: Teachers analyze classroom data with each other to improve student learning.

% OF SCHOOL RESPONSES		COMPOSITE SCORES	DISAGGREGATE	
			#	%
Never	_____%	_____%	Elementary	
Seldom	_____%	*Needs*		
Sometimes	_____%	*attention*		
Frequently	_____%	_____%	Middle	
		Progressing		
Always	_____%	_____%	High school	
		Skilled		
District average:				

#26: Teachers at our school determine the effectiveness of our professional development by using data on student improvement.

% OF SCHOOL RESPONSES		COMPOSITE SCORES	DISAGGREGATE	
			#	%
Never	_____%	_____%	Elementary	
Seldom	_____%	*Needs*		
Sometimes	_____%	*attention*		
Frequently	_____%	_____%	Middle	
		Progressing		
Always	_____%	_____%	High school	
		Skilled		
District average:				

#46: Teachers use student data when discussing instruction and curriculum.

% OF SCHOOL RESPONSES		COMPOSITE SCORES	DISAGGREGATE	
			#	%
Never	_____%	_____%	Elementary	
Seldom	_____%	*Needs*		
Sometimes	_____%	*attention*		
Frequently	_____%	_____%	Middle	
		Progressing		
Always	_____%	_____%	High school	
		Skilled		
District average:				

Design standard

#15: At our school, teacher learning is supported through a combination of strategies (e.g. workshops, peer coaching study groups, joint planning of lessons, and examination of student work).

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never ____% Seldom ____% Sometimes ____%	____% *Needs attention*	Elementary	
Frequently ____%	____% *Progressing*	Middle	
Always ____%	____% *Skilled*	High school	
District average:			

#38: Teacher professional development is part of our school improvement plan.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never ____% Seldom ____% Sometimes ____%	____% *Needs attention*	Elementary	
Frequently ____%	____% *Progressing*	Middle	
Always ____%	____% *Skilled*	High school	
District average:			

#57: When we adopt school improvement initiatives, we stay with them long enough to see if changes in instructional practice and student performance occur.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never ____% Seldom ____% Sometimes ____%	____% *Needs attention*	Elementary	
Frequently ____%	____% *Progressing*	Middle	
Always ____%	____% *Skilled*	High school	
District average:			

#22: We design improvement strategies based on clearly stated outcomes for teacher and student learning.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never ____% Seldom ____% Sometimes ____%	____% *Needs attention*	Elementary	
Frequently ____%	____% *Progressing*	Middle	
Always ____%	____% *Skilled*	High school	
District average:			

#52: Teachers' prior knowledge and experience are taken into consideration when designing staff development at our school.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never ____% Seldom ____% Sometimes ____%	____% *Needs attention*	Elementary	
Frequently ____%	____% *Progressing*	Middle	
Always ____%	____% *Skilled*	High school	
District average:			

Collaboration standard

#6: Our faculty learns about effective ways to work together.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never ____% Seldom ____% Sometimes ____%	____% *Needs attention*	Elementary	
Frequently ____%	____% *Progressing*	Middle	
Always ____%	____% *Skilled*	High school	
District average:			

#23: My school structures time for teachers to work together to enhance student learning.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never ____% Seldom ____% Sometimes ____%	____% *Needs attention*	Elementary	
Frequently ____%	____% *Progressing*	Middle	
Always ____%	____% *Skilled*	High school	
District average:			

#28: Our school's teaching and learning goals depend on staff's ability to work well together.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never ____% Seldom ____% Sometimes ____%	____% *Needs attention*	Elementary	
Frequently ____%	____% *Progressing*	Middle	
Always ____%	____% *Skilled*	High school	
District average:			

#43: Our school leaders encourage sharing responsibility to achieve school goals.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never ____% Seldom ____% Sometimes ____%	____% *Needs attention*	Elementary	
Frequently ____%	____% *Progressing*	Middle	
Always ____%	____% *Skilled*	High school	
District average:			

#58: Our principal models effective collaboration.

% OF SCHOOL RESPONSES	COMPOSITE SCORES	DISAGGREGATE	
		#	%
Never ____% Seldom ____% Sometimes ____%	____% *Needs attention*	Elementary	
Frequently ____%	____% *Progressing*	Middle	
Always ____%	____% *Skilled*	High school	
District average:			

Diagnosing school readiness

Learning Communities   Disaggregated

#9	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#29	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#32	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#34	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#56	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___

Leadership

|						
#1	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#10	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#18	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#45	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#48	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___

Resources

#2	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#11	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#19	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#35	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#49	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___

Data-Driven

#12	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#26	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#39	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#46	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#50	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___

Design

#15	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#22	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#38	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#52	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#57	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___

Collaboration

#6	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#23	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#28	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#43	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
#58	Needs attention: ___	Progressing: ___	Skilled:___	Elementary ___	Middle ___	High school ___
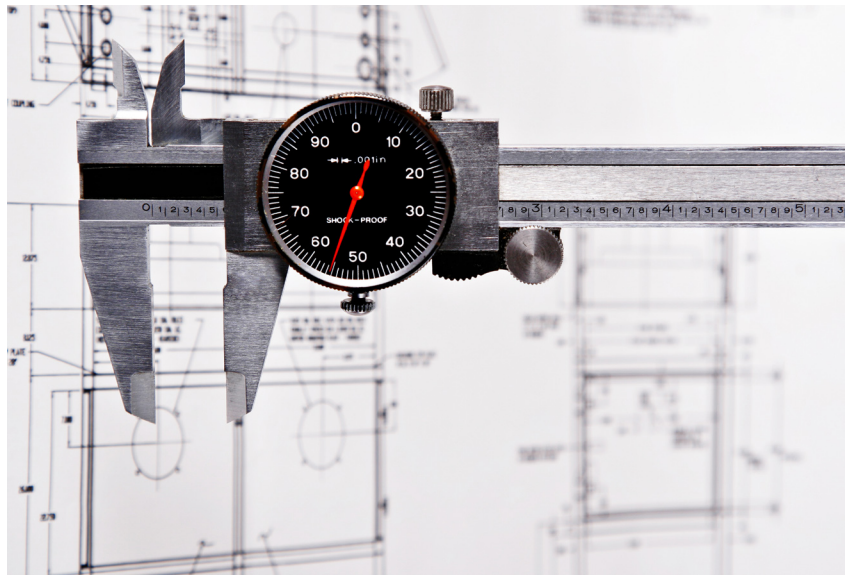
Action Tools

Central office: Learning Communities

The chart on p. 93 lists actions and behaviors that central office staff perform to develop a culture of learning, a learning community.

1. In the left column, examine the leadership actions of a central office that is actively developing a learning community within the district.

2. In the middle column, describe what you currently are doing to develop a learning community.

3. In the right column, brainstorm steps you can take to help you move beyond the current state and toward the ideal.

4. Highlight actions you will take to develop schools' readiness to build learning communities.

Action steps worksheet: Learning Communities

DESIRED ACTIONS	CURRENT STATE	ACTION STEPS
1.1: Prepare administrators and teachers to be skillful members of learning teams. • Develop a cadre of teachers and administrators who can work with learning teams within the schools and district. • Provide intermittent support to teams with a skilled facilitator who can assist the group throughout the stages of group development. • Schedule a skilled group facilitator to coach team leaders during learning team meetings. • Provide team leaders ongoing experiences to learn about group process, group dynamics, the stages of group development, and using data in group decision making.		
1.2: Maintain and support learning teams. • Consider learning teams as an essential component when aligning the district's comprehensive staff development program with school and district goals.		
1.3: Participate with others as a member of a learning team. • Work with other members of a formal national, regional, and district learning team to acquire new knowledge and skills related to district priority goals.		
1.4: Support the learning team's use of technology. • Provide access to technologies that will assist learning team members in accomplishing their goals (e.g. web conferencing, online surveys, decision making tools).		

Central office: Leadership

The chart on pp. 95-97 lists leadership actions and behaviors that central office staff perform to support staff members' professional learning.

1. In the left column, examine the leadership actions of a central office that is supportive of professional learning.

2. In the middle column, describe what you currently are doing to support professional learning.

3. In the right column, brainstorm steps you can take to help you move beyond the current state and toward the ideal.

4. Highlight actions you will take to develop schools' leadership capacity.

Central office: Leadership

Action steps worksheet: Leadership

DESIRED ACTIONS	CURRENT STATE	ACTION STEPS
2.1: **Provide professional learning experiences to enable principals to function as instructional leaders.** • Create facilitated learning teams for principals in which they problem solve and learn together. Provide extensive, ongoing learning activities that are hands-on and problem-based, and that offer multiple practice experiences. • Provide time for educators to explore and practice specific behaviors and strategies and to receive feedback on their implementation of new skills.		
2.2: Develop teachers to serve as instructional leaders. • Develop teachers' abilities to chair districtwide committees that make decisions about curriculum, instruction, resources, and professional development. • Create guidelines that support these practices. • Develop teachers' abilities to lead formally at grade-level and/or content-area meetings. • Provide opportunities for teachers to serve as mentors, master teachers, and instructional coaches.		
2.3: **Promote staff's knowledge of high-quality professional learning.** • Evaluate all district-based professional learning plans (i.e. curriculum, instruction, assessment, technology, special education, data-driven decision making) for alignment with staff development standards. • Assist in revising professional learning plans to ensure plans align with the standards.		

Action steps worksheet: Leadership

DESIRED ACTIONS	CURRENT STATE	ACTION STEPS
2.4: Model results-driven staff development for districtwide initiatives. • Monitor student learning data in relationship to effective classroom use of new strategies to track the effects of professional development. • Monitor implementation and provide a variety of staff development designs (study groups, learning teams, action research, school improvement projects, individually-guided activities, observation/ feedback activities) to accomplish masterful classroom implementation. • Provide classroom follow-up in high-priority programs. • Provide rubrics of classroom practice so that expectations for implementation of the new strategies are clear. • Schedule multiple-session workshops and courses that meet over an extended period of time, and include requirements for tasks to be completed between sessions.		
2.5: Articulate the intended results of district-based staff development programs. • Engage the principal and teachers in clearly describing the expected classroom practices that will result from the school-based program (i.e. create an Innovation Configuration or rubric). • Articulate the intended outcomes of district-based professional development programs and expectations for implementation in relationship to the strategic plan or district goal.		

Action steps worksheet: Leadership

DESIRED ACTIONS	CURRENT STATE	ACTION STEPS
2.6: Advocate for high-quality professional development. • Advocate for high-quality professional development with school board members, community members, business partners, and other stakeholders.		
2.7: Model instructional leadership. • Limit program adoption to a small number of staff to ensure full implementation and institutionalization of new classroom or school practices. • Collect evaluation data that demonstrate the effect of professional development on teacher practice and student learning.		

Central office: Resources

The chart on pp. 99-100 lists leadership actions and behaviors that central office staff perform to provide resources to support adult learning and collaboration.

1. In the left column, examine the leadership actions of a central office that provides resources to support adult learning and collaboration.

2. In the middle column, describe what you currently are doing to provide resources to support adult learning and collaboration.

3. In the right column, brainstorm steps you can take to help you move beyond the current state and toward the ideal.

4. Highlight actions you will take to provide resources for schools to plan and implement effective professional learning.

Action steps worksheet: Resources

DESIRED ACTIONS	CURRENT STATE	ACTION STEPS
3.1: Allocate resources to support the identification of districtwide priority goals. • Allocate resources to provide a facilitator who will guide staff in identifying districtwide priorities. • Provide disaggregated achievement data to help identify districtwide priorities that align with goals established by the superintendent and school board.		
3.2: Allocate resources to create staff development that uses a variety of activities/models. • Allocate resources that provide for school-based professional development that is supported by a system of learning teams. • Allocate resources that provide for school-based follow-up coaching.		
3.3: Provide incentives for participation in results-driven staff development. • Provide incentives based on documented gains in student learning. • Provide incentives based on evidence of improved practice as a result of formal or informal staff development. • Provide incentives for mentoring, presenting a workshop, classroom demonstrations, curriculum development, serving on a school improvement committee, formal leadership roles, etc.		

Action steps worksheet: Resources

DESIRED ACTIONS	CURRENT STATE	ACTION STEPS
3.4: Provide and support a work schedule that permits collaborative learning teams to meet during the workday to enhance their professional practice. • Develop a school calendar that supports collaborative professional learning. • Provide information about strategies that other schools have used to create schedules for ongoing collaborative learning. • Prepare a work session for the school board about the need for a work schedule that supports ongoing collaborative learning.		

Central office: Data-Driven

The chart on p. 102 lists leadership actions and behaviors that the central office staff perform to use data to determine professional development activities and sustain continuous improvement.

1. In the left column, examine the actions of a central office that uses data to determine professional development activities and sustain continuous improvement.

2. In the middle column, describe what you currently are doing to use data to determine professional development activities and sustain continuous improvement.

3. In the right column, brainstorm steps you can take to help you move beyond the current state and toward the ideal.

4. Highlight actions you will take to develop schools' capacity to make data-driven decisions.

Action steps worksheet: Data-Driven

DESIRED ACTIONS	CURRENT STATE	ACTION STEPS
4.1: Use disaggregated student data to determine adult learning priorities for the district. • Prepare school improvement teams to analyze disaggregated student data to determine student and adult learning needs within the school.		
4.2: Use a variety of student data when making program decisions. • Analyze disaggregated student learning results from a wide variety of data sources, such as norm-referenced tests, student work samples, student portfolios, and district-designed tests to determine student and adult learning needs.		
4.3: Provide opportunities for administrators and teachers to learn how to use data for instructional decision making. • Expect all staff to know how to and to use data for instructional decision making. • Provide opportunities for teachers and administrators to acquire the knowledge and skills to analyze student data for instructional decision making.		

Central office: Design

The chart on pp. 104-105 lists leadership actions and behaviors that central office staff perform to ensure that learning strategies appropriate to the district's intended goals are used.

1. In the left column, examine the actions of central office staff that ensure appropriate learning strategies are being used.

2. In the middle column, describe what you currently are doing to ensure the use of learning strategies appropriate to intended goals.

3. In the right column, brainstorm steps you can take to help you move beyond the current state and toward the ideal.

4. Highlight actions you will take to develop schools' readiness to use a variety of professional development designs that align with their learning needs.

Action steps worksheet: Design

DESIRED ACTIONS	CURRENT STATE	ACTION STEPS
5.1: Prepare administrators and teachers to design effective professional learning experiences. • Provide learning experiences for administrators and teachers to design and use formal professional development models (i.e. individually guided, observation-assessment, school improvement, inquiry, and training). • Provide learning experiences for administrators and teachers to design job-embedded models of professional learning (learning teams, protocols, instructional coaching, peer coaching, examining student work).		
5.2: Support and monitor the design of school-based professional development. • Support the principal, the professional development/school improvement committee, and teachers leaders in designing school-based professional development.		
5.3: Model effective staff development design in districtwide initiatives. • Create experiences for collaborative interaction as a major component of district-based professional development. • Create districtwide structures so that collegial teams support one another, learn from each other, modify practices to fit student learning needs, increase professional efficacy, and make instructional decisions that benefit student learning.		

Action steps worksheet: Design

DESIRED ACTIONS	CURRENT STATE	ACTION STEPS
5.4: Provide long-term, sustained staff development programs for districtwide priorities. • Provide multiple-session professional development experiences and follow-up coaching for districtwide priorities on the same topic and for the same people over two to three years.		

Central office: Collaboration

The chart on pp. 107-108 lists leadership actions and behaviors that central office staff perform to help educators develop the knowledge and skills needed for strong collaboration.

1. In the left column, examine the actions of central office staff that help educators develop collaboration knowledge and skills.

2. In the middle column, describe what you currently are doing to help educators with the knowledge and skills needed to collaborate effectively.

3. In the right column, brainstorm steps you can take to help you move beyond the current state and toward the ideal.

4. Highlight actions you will take to develop schools' readiness to build collaboration skills among faculty and administration.

Action steps worksheet: Collaboration

DESIRED ACTIONS	CURRENT STATE	ACTION STEPS
6.1: Support a district culture that is characterized by collegiality. • Provide resources so that teachers, administrators, and central office staff can routinely work with one another to learn, coach, and give feedback on their practices. • Provide and protect time for teachers, administrators, and central office staff to meet with colleagues for discussion and problem solving.		
6.2 Build a district culture characterized by collective responsibility for student learning. • Create expectations and support all schools in sharing responsibility for the entire district's academic learning outcomes. • Act on the belief that everyone is responsible for all students — not just the students connected directly to one's programs or funding.		
6.3: Provide experiences for administrators to learn how to work successfully with colleagues. • Teach administrators how to learn from each other about instructional improvement and how to support implementation of new classroom practices. • Provide experiences for administrators to learn to monitor strategies for learning teams and ways to diagnose and adjust learning team interactions to improve effectiveness, group decision making, group structures, group development, and effective interaction.		

Action steps worksheet: Collaboration

DESIRED ACTIONS	CURRENT STATE	ACTION STEPS
6.4: Support school-based professional learning about collaboration. • Advocate for the development of school-based collaboration, support collaboration with resources and materials, and provide professional learning experiences so that collegial interaction is effective and successful.		
6.5: Provide technology to support collegial interaction. • Provide online technology so educators can participate in subject-area networks and action research studies, and can share lessons with their colleagues.		

Action planning tool

TASK	EXPECTED RESULT (How will you know success when you see it?)	PERSON RESPONSIBLE (Who will take the lead to ensure the task is completed?)	DEADLINE (When should this task be completed?)	RESOURCES NEEDED (What resources are needed to complete the task?)
1.				
2.				
3.				
4.				
5.				